REPORT RESUMES

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NATIONAL CONFERENCE FOR STATE DEPARTMENT OF EDUCATION PERSONNEL ON EDUCATIONAL TELEVISION, A SUMMARY REPORT (ATLANTA, MAY 10-12, 1966).

GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

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THE MAJOR OBJECTIVES OF THE CONFERENCE WERE (1) TO ASSESS THE DEGREE OF INVOLVEMENT IN EDUCATIONAL TELEVISION OF STATE DEPARTMENTS OF EDUCATION IN THE U.S., (2) TO POINT OUT VARIOUS ORGANIZATIONAL PATTERNS INDICATING ENABLING LEGISLATION, SOURCES AND MAGNITUDE OF FINANCING, AND TYPES OF PERSONNEL REQUIRED, (3) TO SHOW THE DIMENSIONS OF UTILIZATION ACTIVITIES, AND (4) TO CONSIDER TRENDS OF DEVELOPMENT FOR FUTURE PLANNING. 3 GENERAL SESSIONS WERE HELD, DURING WHICH DELEGATES FROM VARIOUS STATES SPOKE ON TOPICS RELATED TO THESE OBJECTIVES. A SUMMARY OF EACH REPORT IS INCLUDED, ALONG WITH MAPS, GRAPHS, AND A LIST OF PARTICIPANTS IN THE CONFERENCE. (MS)

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NATIONAL CONFERENCE FOR STATE DEPARTMENT OF EDUCATION PERSONNEL ON EDUCATIONAL TELEVISION

MAY 10, 11, 12, 1966/ATLANTA, GEORGIA

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A PROJECT OF TITLE V, BUREAU OF
ELEMENTARY AND SECONDARY EDUCATION
U.S. OFFICE OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NATIONAL CONFERENCE
for
STATE DEPARTMENT OF EDUCATION PERSONNEL
on
EDUCATIONAL TELEVISION

A Summary Report

A Conference funded by the United States Office of Education under Title V of the Elementary and Secondary Education Act; planned and conducted by the Georgia State Department of Education.

Atlanta, Georgia
May 10, 11, and 12, 1966

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PREFACE

Television stations which broadcast educational programming exclusively have been operating in the United States for more than a decade. Intent of the first educational television stations was to enrich the adult masses in terms of the world's cultural arts and graces, to air college telecourses, and to teach the adult educationally underprivileged. Within less than three years of the early station's existance, interest was expressed in the utilization of educational television broadcast facilities to aid instruction in elementary and secondary education. In many areas this latter experiment gained roots faster than ideas blossomed for educational television's seed theories.

The Educational Television Facilities Act administered by the United States Office of Health, Education, and Welfare has provided up to one million dollars per state for capital outlay for educational television equipment. This program helped to attract the attention of state departments of education to the possibilities of developing statewide educational television services.

An extensive amount of activity in educational television is evident throughout the Nation. However, the United States Office of Education noted that relatively few State Departments of Education were providing leadership in this field and where there was involvement there was little exchange of data between departments.

Because the Georgia State Board of Education is designated by law as the state's educational television authority, and because its educational television venture has achieved a degree of sophistication, the United States Office of Education suggested that Georgia plan, develop and host a national conference for state departments of education which could be supported under Title V of the Elementary and Secondary Education Act. Accordingly, Georgia State Superintendent of Schools, Jack P. Nix, submitted an application for such a project and it was accepted. Dr. Charles E. Trotter, Jr., United States Office of Education Specialist, Educational Facilities Technology, was assigned as Federal-state project liaison.

Superintendent Nix appointed Lee Franks, Executive Director, Georgia Educational Television Services, to organize and administer the Conference. By invitation of Mr. Franks, Dr. Richard Bell, Dr. Lee Campion, and Mr. Duane Mattheis constituted the Conference Planning Committee. Mr. Franks assigned his Acting Administrator of Utilization, Mr. O. Max Wilson, as Conference Coordinator. Throughout the Conference, he relied on Dr. Trotter to assist in the development of the meeting.

Invitations to attend the Conference were extended to each of the Chief State School Officers and their administrative assistants whose responsibilities include or would likely include educational television. In response, 120 chief state school officers, and/or their associates, state legislators and state personnel associated with educational television attended the Conference.

The major objectives of the Conference were: (1) to assess the degree of involvement in educational television of state departments of education in the United States; (2) to point out various organizational patterns indicating enabling legislation, sources and magnitude of financing, and types of personnel required; (3) to show the breadth, complexity and challenge of utilization activities; (4) to consider trends of development for future planning.

WELCOME

Mr. Jack P. Nix
Georgia State Superintendent of Schools
(A Summary)

We are proud the U. S. Office of Education has asked that we sponser this National Conference for State Department of Education Personnel on Educational Television. State department of education representatives coming to Atlanta from all over the Nation to discuss the importance, the possibilities and the potential of educational television should result in an extensive exchange of information on the subject.

For several years, Georgia has devoted vast effort to educational television as part of its total educational picture. Within the next 18 months, we anticipate five additional educational television stations to start broadcasting with our present four, which are interconnected to compose our state television network. The Georgia State Department of Education entered educational television under the leadership of our Board Chairman, Mr. James Peters, who is seated here at the head table, as is one of our Board members, Mr. David Rice.

While Georgia has leaped forward in educational television, we realize there is yet much experimentation and development to be accomplished in the field if we are to discover its many uses to educate children and to develop and stretch the minds of individuals to make them responsible citizens.

There are 41 states represented at this Conference and I believe the representatives here should be the "cream of the crop" of all of the Nation in terms of educational television. The future of educational television will rest in terms of how well we fit it into this great responsibility we have of providing educational opportunities for the people of this Nation. What happens, no doubt, will eminate from the nucleus that has been formed here tonight.

It is good to have you here with us this evening and I trust you will enjoy the Conference.

ASSUMING THE MANTLE OF LEADERSHIP RESPONSIBILITY FOR EDUCATIONAL TELEVISION

Dr. E. B. Nyquist
Deputy Commissioner
New York State Department of Education
(A Summary)

The purpose of this Conference is to launch an inquiry into the role of state departments of education in providing more forceful and effective leadership for the development of educational television. The inquiry is a good one, and we congratulate Georgia for thinking of it, and the Federal Government for being so generous in funding it.

Television is truly a superb opportunity for a state education department to enlist itself on behalf of creative service and constructive change. All you need, to initiate and maintain a useful interest and service in educational television, are four things:

1. A statewide plan for guidance and development.
2. A professional staff to provide consultant services to schools and colleges and to engineer consent with potential users.
3. Adequate demonstration in resource materials and equipment.
4. Money

A large part of the answer to a more widespread and effective use of educational television lies in the concept of a shared responsibility in a Federal-state-local partnership.

Local public schools and colleges and state departments of education are finding that they need to cooperate more, and not only with each other, in order to make education more effective. They must also learn to establish constructive relationships with the Federal Government; with private and parochial educational institutions; with private and public agencies in such fields as health, welfare, housing and community planning; and with other educational resources within their communities or regions which have hitherto stood on the periphery of the formal teaching and learning process, such as libraries, museums, educational television, the performing arts and several others.

For our own domestic happiness and our strategic relationship with other nations, it is in the national interest to support education. States and localties are either unable to or unwilling to support education to the extent necessary to match its modern importance.

As the federal interest in education has increased and as local systems have confronted problems beyond their capacity to deal with effectively, the need for re-evaluation and readjustment of the role of the state department of education has grown. In his book, Shaping Educational Policy, Dr. James B. Conant wrote, "What is needed are strong state boards of education, a first-class chief state school officer, a well-organized state staff and good support from the state legislature."

The reason for this need rests on more than the superficial fact that the state is in the middle between the local level of administration and the Federal Government. The state provides a broader base for educational leadership and planning than is possible at the local level, yet one which is far closer to the local school or to the local college than the Federal Government. It makes possible a continuity of leadership responsive to regional variations, conditions and needs. The state is uniquely equipped to formulate policies, conduct research, encourage experimentation, make decisions and take action on a scale not too limited nor too vast.

Diversity is always necessary, but diversity should not mean general weakness or rich variety and poor quality. Recognizing the need for state departments of education to be stronger, if they are to play the central role they expect to play and which is expected of them, the

Federal Government has provided funds in Title V of the Elementary and Secondary Education Act to strengthen the leadership capacity of state departments of education. Unless states are strong in their educational leadership, they can expect to witness a decline in state and local relationships and a proportional growth in direct line communication and administration between local agencies and the Federal Government. The growth of the Federal Government's influence in education, meaning its direction and control, will only occur to the extent that the states neglect to exercise their responsibilities as well as their rights. One is the obverse side of the other. I am urging that the state can only maintain a senior partner position if it leads boldly, imaginatively, and creatively. There can be sound and effective state partnership only where the state agency is prepared to meet the federal agency at a comparable level in professional judgment and performance.

The role of the Federal Government is to identify national goals and needs in education, to provide massive infusion of supporting funds, and to evaluate our total effort as a nation. The role of the states is to provide diversity in leadership, to organize and coordinate an effective educational system, to establish minimum standards for achievement in quality control, to lead in long-range planning, to conduct and cooperate in research, to stimulate innovation, to assist localities in evaluating results, to develop good informational systems on the facts and conditions of education and to provide stimulation of local school systems to go beyond a minimal performance.

The state is the key to securing the proper balance of strengths among the local state and federal agencies composing what will increasingly become a calculated interdependence in education---a partnership of shared responsibility. What does this background discussion mean specifically for state departments of education in state educational television? I would suggest three things:

1. State departments of education, because they are by definition concerned with the teaching and learning process and its materials and methodology, must involve themselves in an intimate way with the development of educational television and its use in educational systems. Most are already involved in providing leadership in the demonstration and dissemination of other kinds of communications in instructional technology. Television should be regarded as just another, but very important, means to be related to the others in your portfolio responsibility.

2. The Federal Government must participate to a greater extent than it has in the financing of educational television. Educational television needs the best possible alliance between the federal, state, and local dollar. Up to now, the states and local agencies have borne most of the burden. There must be here, as in other things in education, a shared responsibility for the development of this important medium.
3. While educational television units of the state departments of education can be individually strengthened by additional funds and staffing, they can become much more effective and efficient if they enter into interagency compacts of cooperation on a regional, interstate and national basis. By cooperation, units or agencies having similar interests can avoid unnecessary duplications of effort, eliminate the time lags in the dissemination of new ideas, and exert a unified force in serving needed action at many levels.

The previous involvement of state education departments in educational television is just too thin. Each state is in a different degree of evolvement. Some states have done little or nothing; other states have very sophisticated systems and plans for development. We in New York are envious of what those states have accomplished and Georgia is one of them. Prevailing opinion about educational television in some other quarters, though legislative as well as educational, is that television is still a frill and attitudes run the entire gamut from outright repugnance to utter apathy. I am thus reminded of what Max Planck wrote in his scientific autobiography, "A new scientific truth does not triumph by convincing its opponents and making them see the light, but rather because its opponents eventually die and a new generation grows up that is familiar with it." We may yet have to wait for the great wave of young people who have grown up with television to walk the corridors of power. Let educational television become well seated in positions of authority before it can take its rightful place in the educational scheme of things. At the very least, state departments of education should be thoroughly familiar with the medium and be able to foster its use in the educational system. This is the minimum. At the maximum they can own and operate television stations and in between they can channel funds to locally controlled facilities.

My next remark permits me to make liberal but brief use of the policy statement concerning educational media which includes television published by the Council of Chief State School Officers. It deals with the six main responsibilities of state educational leadership and wherever I use the term "educational media," you should put in educational television.

1. The state education department should continuously plan for the encouragement of the effective use of educational television in the school program.
2. The department should make adequate provisions for media staff and facilities within the department.
3. In meeting its responsibilities to broaden and enrich the curriculum, the department should encourage appropriate uses of the new educational media.
4. The department should encourage and assist local school personnel in the evaluation and development of local and regional media services within the state.
5. The department should cooperate with local school systems and teacher education institutions in order to provide teachers with opportunities to learn to use new media effectively.

6. The department should establish standards that will assist local school districts in evaluation of the new media needs and in selecting new media equipment and materials.

The task of defining a state's responsibilities belongs to each individual state in terms of its own needs and local conditions. Basic to any development for expansion of a state educational television program, however, is a total commitment to the importance and need of educational television to assist in education.

I want to stress one important point in your work. Progress in the field of educational communication will come only as media people recognize and continue to emphasize that their field is primarily one of service; that it is a means and not an end unto itself; that communications are subserviant to learning.

The development of these techniques should go hand-in-hand with the development of the new curriculum, with teacher training, and with all of the other aspects of educational innovation.

Perhaps it would be profitable to conclude with an examination of the nature of leadership. Good administrators have the capacity to expand and develop other peoples ideas and plans. Real leaders create them. Administration is a science; new leadership is an art. Administrators react to change; new leaders dominate it. Leaders, both governing bodies and individuals, recognize the compelling truth of Cardinal Newman's dictum, "To change is to progress, to change often is to be perfect." Leadership is the art of so indicating a distant goal as to make all else seem trivial. In these terms, state departments of education can assume leadership in educational television.

AN INVESTIGATION OF THE CURRENT STATUS OF INVOLVEMENT IN EDUCATIONAL TELEVISION BY STATE DEPARTMENTS OF EDUCATION

Dr. H. Titus Singletary, Jr.
Georgia Associate State Superintendent of Schools

The following percentages represent the results of a questionnaire sent to the fifty U. S. State Departments of Education, Puerto Rico and the District of Columbia. Thirty-one of the fifty responded to the questionnaire. These were:

Arizona
California
Connecticut
Delaware
Florida
Hawaii
Idaho
Iowa
Kansas
Maine
Maryland
Michigan
Minnesota
Mississippi
Montana
Nebraska
Nevada
New Hampshire
New Mexico
North Carolina
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Tennessee
Texas
Utah
Washington
West Virginia
Wyoming

Part One questioned if the state departments of education were involved with educational television; then which public agency was the educational television distribution system operator?

A. If there is a state operated or controlled educational television distribution system, it is administered by:

State Board of Education....	9.6%
State University Systems....	11.5%
State Television Commission or Authority............	11.4%

B. If the educational television system is locally controlled or operated, it is administered by:

Public School Systems......30.8%
Colleges...................30.8%
Non-Profit Organizations...32.7%

57.7% of the State Departments of Education are not currently involved with educational television distribution systems.

Part Two questioned the degree of involvement by those state departments of education which acknowledged in Part One, A-B that it was involved in educational television.

A. 83.9% offer advice and consultant services.

B. 25.8% develop the total statewide educational television programs.

C. 19.4% provide grants or monies to educational television stations.

D. 12.9% provide grants or monies to school systems.

E. 3.2% provide grants or monies to educational television authorities.

F. 16.1% maintain a video tape and/or kinescope distribution library.

G. 16.1% maintain a production center.

H. 45.2% develop and distribute publications.

I. 38.7% provide workshops in educational television.

Part Three pertained to those state departments of education which have personnel who are involved in educational television. Of the reporting states:

14 have a television administrator
11 are full-time directors
3 are part-time directors

8 have at least one utilization specialist
6 are full time
2 are part time

4 have a director of engineering
3 are full time
1 is part time

3 have a production supervisor
2 are full time
1 is part time

SESSIONS

The following text covers the three general sessions of the National Conference for State Department of Education Personnel on Educational Television.

The participant's presentations and the discussion periods have been summarized for this report by Georgia Educational Television Network personnel who were involved in the Conference. An audio-taped, transcribed copy of the complete Conference is in the Network's files.

The scheduled Conference speakers were invited to participate by the Conference Planning Committee because their administrative positions represent a variance of United States educational television organizations.

First General Session

TYPES OF ORGANIZATIONAL PATTERNS, LEGISLATION, FINANCING AND PERSONNEL

"The South Carolina Educational Television Network"

Mr. Henry Cauthen, Executive Director

(A Summary)

Educational television began in South Carolina in 1958 as an experiment in one school. Now a statewide system, The Educational Television Network, operates under the authority of a twelve member State Educational Television Commission. In 1960 the legislature authorized the formation of this Commission with seven members to be appointed by the Governor, one from each congressional district and a chairman from the state at large. The remaining five members are ex-officio and include the State Superintendent of Education and the Chairman of the House and Senate Finance and Education Committees. In 1965, the Commission was put under the advisory supervision of the State Board of Education. In this relationship, the State Board reviews all policies and programs related to the public schools, including in-school instruction and teacher education. Additionally, all Federal grant applications are submitted through the State Board. The State Board must also approve our budget recommendations before they can be submitted to the legislature. In this way, everything we do for the public schools is related and coordinated with the overall education program for the state. Two-way communications with the schools we serve has been effected by the establishment of eleven regional advisory councils. Superintendents in each district have been asked to appoint an Educational Television Coordinator. These district coordinators meet four times a year, or more often if they desire, in their regional councils. Here they discuss the use of television in the schools and receive information from the educational television staff about current developments.

The chairmen of the eleven regional councils form the backbone of the Educational Advisory Committee to the educational television staff. Eight members-at-large and four representatives from the State Department of Education complete the composition of this Committee which directs the staff in the development of the in-school and in-service programs which educational television offers to the schools. The State Department is represented by the Directors of the Division of Instruction and Teacher Education and by the high school and elementary school supervisors. This way each school district can be directly represented in the educational television planning and development and each district can be fully informed about such development. Where the regional council chairmen are vigorous and committed, this system works. Where the chairman is not, it doesn't.

No system can assure good two-way communication between educational television and the profession it seeks to serve.

After school hours, we are now offering twelve series for the in-service training of teachers. These courses are taught by the finest teachers we could find, many have come from other cities.

We are happy to report that during the present school year more than 1,500 classroom teachers have voluntarily taken these educational television courses. This is the largest number of teachers ever to take special training at one time in South Carolina. These courses cost the teachers nothing. If these same teachers had been able to afford the money and the time away from home in summer months to receive the equivalent amount of training at colleges, the cost to the teachers would have been over a half million dollars.

The State Department of Education recently reported that South Carolina high school graduates taking college entrance examinations in mathematics during the last four years have raised their scores from 36 points to 52 points. We would like to point out that educational television went statewide four years ago, with major emphasis on high school mathematics taught at a college preparatory level.

There is so much to report on the continuing education of other adults in the afternoon and evening when schools are out that we have time to mention only the highlights. Hundreds of physicians are in their fifth year of keeping up with new developments in medicine through the educational television system; the dental profession has a regular series of programs; more than 40% of the state's nurses have received regular training by educational television. Many other professional training programs are transmitted regularly. Within the last twelve months, 8,300 business and industrial workers throughout the state have received and are receiving on-the-job training in a cooperative program between technical education centers and educational television. All costs are paid for by business and industry. More than 200 industries have participated in this program. If this training had been done by traditional methods, the cost to the industries would have been prohibitive.

The State Development Board reports that new industry prospects want to know more about such industry training. For example, we have already been approached by the new Sunbeam plant being constructed in South Carolina. They wanted to be sure that they could take part in the educational television program.

In other areas of training, more than 4,000 high school and college students and adults have paid their own way to take a ninety-lesson course in basic electronics over educational television in the last three years. A ninety-lesson course in literacy training is helping to attack one of the state's more pressing problems. The state's colleges and universities, other institutions, and 32 state agencies have produced programs on many subjects.

It obviously takes a major production effort to produce this volume of programs. We have two fully equipped studios and control rooms and a master control area equipped with seven video-tape recorders and five film playback systems. The fireproof and humidity controlled video-tape vault houses over 4,000 video-tapes valued at nearly a half million dollars. We also maintain a well equipped print shop for producing teacher and student lesson guides and study materials to supplement in-school and adult courses. A point of real pride to us is our graphic arts department. This department includes motion picture and still photography, film animation, film editing, illustration, hand lettering and printing. There are 42 office areas and four conference rooms to house the remainder of our staff operations. The building contains about 20,000 square feet. The equipment for our Center is valued at over a half million dollars. As to our staff, we have 100 full-time and 25 part-time employees. Under the administrative staff we have four major departments: education, production, engineering and graphic arts. The education department has approximately 25 employees and is divided into the following areas: utilization, television teachers, scheduling, program planning and research and development. The production department also has 25 employees. Under the director of production and the production supervisor, there are six producers and directors and two full-time crews that operate on a two-shift, 15 hour per day schedule, sometimes seven days a week, and produce from 30 to 55 programs a week.

The engineering department has approximately 20 employees. Under the director of technical operations it is broken down into transmission, which operates the three open-circuit stations, and studio operations, which handles our network feeds and studio production. The graphic arts department has approximately 20 employees.

All programs originate from our production center in Columbia. We have a statewide closed-circuit network that goes into 210 public schools, 12 hospitals, 5 technical education centers, and several police departments, 5 state colleges and universities and numerous other public and private organizations. The closed-circuit network reaches into every county of the state and is divided into three basic legs: the northern, the western, and the southern, each of which is programmed separately to better meet the needs and desires of the local schools and others in various areas of the state. In addition to this, South Carolina is developing a statewide open-circuit network. Two stations are in operation, one in Charleston, the other in Greenville. Before September a third station will be on the air. They will be programmed separately from each other as well as separately from the closed-circuit network. The basic plan calls for using the closed-circuit network to serve the secondary schools and after school hours for special training purposes such as teacher education, medical and law enforcement programs and others.

The open-circuit network, which will be completed by September 1967 will be used principally for elementary instruction during the school day and for more general public viewing in the afternoon and evening hours. With the completion of the open-circuit coverage of the state, we plan to gradually expand the closed-circuit network into every school activating its full six-channel potential.

Our present yearly budget for operation is two million dollars. When the complete system is in operation using all six channels on the closed-circuit network and statewide coverage by open-circuit, our budget for operating 15 hours a day, 7 days a week, 12 months a year will run between five and six million dollars a year. This would average about $7 per pupil per channel. Figured another way, the cost per school would average $4,000 to $5,000 dollars.

The real significance of a system such as ours is that it can be expanded to meet virtually any need. We are already using up to five channels in limited areas of the state. We transmit as many as 58 programs during a single school day. This gives us a great opportunity for not only developing a broad curriculum, but also to repeat programs enough times during each school day so that individual schools can schedule and solve their scheduling problems. This is a situation that often hampers utilization with a single channel system. It is my firm conviction that anyone who is planning to seriously use television for instructional purposes must make provisions for developing some type of multi-channel network if his efforts are to be successful. There is an increasingly complex educational job facing each state. We must look at this job and let that dictate what type system we develop. If we do the reverse and develop educational television without regard for the eventual long-range needs, we are likely to end up with a system that is incapable of meeting the demands that will be made of it. (See Charts 1 - 6, Pages i - vi)

"The New York State Department of Education and Educational Television"

Dr. Lee Campion, Director
Division of Educational Communications
(A Summary)

In 1952, the legislature passed a million dollar bill to develop an educational television system owned and operated by the State. Governor Thomas Dewey vetoed the bill. After a delay of ten years, we have now a four-pronged approach to educational television. If there is one thing I hope to stress in this presentation, it is that we have to rely on many systems, many approaches to educational television, many approaches for financing, many approaches for organization, and many approaches to the technical systems themselves.

In the early 60's a budget of $100,000 was allocated to our aid to school program; it has now developed into a budget of $800,000. The purpose of aid to school program is to encourage private systems to independently or cooperatively bring in a television signal. They can do this by cooperating with an open-circuit station. At the present time, we have 72 school districts involved in this program. This five-year program under the Division of Educational Communications (see chart 7)[1] calls for the school to develop their own television system, put receivers in every classroom

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1. See Page vii

and purchase video-tape recorders for playback of tapes at the time that meets their curriculum needs. In areas where there is an open-circuit station, they subscribe to the open-circuit system and contribute to the development of that system.

In the Plainedge schools, for example, the superintendent worked with the FCC in the experimentation of the first 2500mc system. This system resulted in the FCC releasing the 2500mc channels. The Superintendent of this Plainedge school has vastly improved his studios from early industrial type equipment to professional quality equipment.

Another service of our aid to schools is that of engineering or technical service since schools are notorious for not backing up their programs with technicians.

As part of our aid to school program, each school acquires video-tape recorders. One saturation project has a four-channel system in the high school using video-tape and film to feed into classrooms. In one of our experiments in Bedford, New York, television is the base of a self-instructional technique. Television feeds forty electronic study carrels, one for every four students in this new middle school and ungraded school trying out new techniques based upon self-instruction discovery and allowing students to progress at their own rate

In our schools, we have progressed from the audio-visual concept to an instruction materials concept. Television can be, should be, and must be a very important part of this concept.

Television is one of the most important instructional tools that we have under NDEA. Schools are buying receivers for each individual classroom so that television is accessable to the student. Under other federal titles, Title III for example, we have the development of regional or supplementary educational centers.

The regionalization of educational television is one of the movements that can help implement and help the development of educational television. We see the advantages of community owned stations over a state owned system. We also see the advantages of a state owned system over community owned and operated systems. As our second approach, New York State has developed five community educational television systems or councils. We are proposing now eight or nine production centers for New York State. We think it is better to put more money into fewer production centers and produce quality than to have many production centers producing mediocrity. Our total plan for open-circuit television is a statewide network system.

Last year we were able to put two new stations on the air with state and federal support. This year we have funds of $800,000 to put two new stations on the air and to help the old stations refurbish their equipment. This commitment by the legislature to capital outlay is the first time that the state has granted money to educational television.

We also have a $700,000 budget this year for air time service. This money goes to stations to provide an educational service to their community. The state has a policy at present to support them with up to one third of their operating budget. If they are community stations, it is up to the community and the schools of that area to support the other two thirds of the station.

A third approach is that of higher education. The State University of New York is a cooperative partner with the State Education Department and the Educational Television Councils in the development of a total statewide educational television program.

Our inter-institutional project is to stimulate colleges to work together, teachers to share materials, resources of all kinds and exchange programs. We hope, eventually, like Texas, Chicago, and Illinois to have colleges of the air with inter-institutional cooperation. It is possible in New York State to get college credit without ever being in a formal classroom by viewing television or learning the information from any source available.

The fourth approach is a kind of support to the other three. We have developed a duplicating and distribution system to enable us to supply the schools with programs. We duplicate programs from broadcast to slant-track tape. We see this service as a "green-eyed monster" that's going to get larger and larger and larger. We are proposing regional centers. We will provide master tapes. The centers will in turn provide tapes to colleges and schools in their area. We are merely applying the same procedures as are presently in use for audio tape.

We are also working in the area of adults continuing education needs and are applying for grants under the various federal acts for the development of television programs.

Television has to be emphasized as an implementer of educational goals and objectives. Too often we talk about television for television's sake rather than television as a means or answer to the many problems facing educators, legislators and the country in general. It is a part of continuing education; it is a part of education for everyone.

"The Hawaii State Department of Education and Educational Television"

Dr. Donald Wood, Director of Television

(A Summary)

Last year the Hawaii budget was a little over $800,000 for the statewide Educational Television Project. This year it is $950,000. This represents quite a heavy investment in capital outlay for transmitters and production equipment. The annual operating budget will be much less than this.

We have several unique problems as far as the geography of the state goes; no other state has hundreds of miles of water between individual counties. These complicate our transmission problems considerably. Our eventual network plan for a one channel open-circuit network will include three VHF transmitters and eleven UHF translators in order to get to a little less than a million people.

There are two very unique factors about educational television in Hawaii. First is the close working relationship between the State Department of Education and the University of Hawaii. It is due to the leadership of the University that we have achieved the statewide program.

The Hawaii Educational Television Network was funded initially during the 1965-66 legislative session. The Hawaii Educational Television State Network is supervised at the top level by a three-man Educational Television Council established by the Governor. The Council consists of the President of the University of Hawaii, the Superintendent of State Education and one member appointed by the Governor to represent the community-at-large. This three-man Council now has policy-making jurisdiction for the statewide educational television network.

The University is primarily concerned with production and transmission facilities and serves as licensee for all stations. We have a hand in setting policy and programming decisions but the ultimate responsibility to the FCC is the University. The State Department's functions lie in the area of utilization, reception, program planning and in-school programming. All of the in-school programming that we put over the air, we plan, produce, package and take into the University studio in cooperation with the directors of the University staff, who work closely with our teachers.

When the proposed Hawaiian network is completed, about 97 per cent of the adult population will be covered. Virtually all of the public schools and the private schools will be within the range of one of the VHF stations or UHF translators. These stations have all been funded and scheduled for completion by the end of June, 1967.

The Hawaii Educational Television Council adopted the Governor's Advisory Committee's recommendations on the three major areas of programming concern: in-school programming, in-service teacher training, and at-home programming.

Porgram responsibility is divided so that the Department of Education is concerned primarily with in-school programming. The University has produced one series for their own closed-circuit use in the lab school, an excellent series that we plan on using. Similarly, the Department of Education's adult education branch is concerned with using the medium for at-home viewing. The in-service programming is very much a joint responsibility, with the department identifying the needs using the university's facilities and talent in drawing upon the college of education to produce materials.

A second unique factor about Hawaii is that we have one school system in the state and one board of education, but everything is handled through the one centralized state department of education. We have seven districts with district superintendents and, conversely to what most states are trying to do, we are trying to decentralize. There are many functions that we feel should be carried on at the district level.

The Educational Television Office is one of the five branches directly under the Assistant Superintendent for Curriculum, Instruction and Guidance. The other branches are elementary education, secondary education, special education and guidance, and vocational and adult education.

We in educational television operate at the state level very closely with the top curriculum people. The program specialist in each subject area develops and plans the programs from the state point of view as the top state curriculum people would like to see the programs designed. One of the curriculum people in each district assumes the responsibility for coordination and liason with educational television. Similarly, we have one educational television coordinator at the school level.

There are nine functions that we see as ours: determining the curriculum needs and selecting the teachers to fill those needs; determining which needs should be filled with local teachers and where we can use recorded programs; series planning and laying out the entire series; whether to use a twice-a-week major resource approach or a once-a-week supplementary series. In-school scheduling is a fourth specific responsibility. The reception facilities are our responsibility. We have again a marvelously unique opportunity here to plan, design, purchase, allocate and maintain all of the reception equipment from one central office which makes for standardization in everything from the antenna systems and distribution systems down to the receivers. The sixth area of responsibility of the state department is the writing and distribution of the classroom guides. The seventh area that we are extremely concerned with is utilization. We are giving this a great amount of emphasis right now. Almost a half of our staff time at this juncture is spent on in-service training for teachers for the utilization of television. Two other responsibilities remain. One, the need for research and evaluation. We are working here with the Division of Research and Data Processing at the state level to develop and design our formal research program in addition to using several other channels for informational feedback from the schools. Finally, a public information program is tied to our teacher information-utilization program.

There are many opportunities for state departments of education now to coordinate current federal educational funding projects. In association with the various federal projects, I would like to suggest that the states have the same rights to exercise their prerogative to give aid to education. There is every reason for the state departments to emplement their own public law 89-10's and promote their own financial programs to schools, maybe by matching funds. Projects can be coordinated at the state level just as the federal programs are designed to be implemented by the states.

What can you do within your own state to set up a Title V program? These are the years of education, thanks largely to federal initiative, but it is up to each state department of education to realize this at the state level.

"The California Educational Television Status"

Mr. John Crabbe, Chairman
California Educational Television Committee,
and General Manager, KVIE-TV, Sacramento
(A Summary)

An informal statewide television committee has been functioning in California since 1952. From this informal group has emerged the present television advisory committee as a result of legislation passed in 1961. The members are appointed by the Governor, serve at his pleasure, and are nominated by the Board of Regents of the University of California, the Board of Trustees of the state colleges, the State Board of Education, and the existing community educational television stations. The Director of State Finance is specifically designated as a member. Note that the administrative level is not the nominating group here; it's the policy making level that nominates the members of this committee. The committee was assigned three major functions: to advise and consult the United States Office of Health, Education and Welfare in the disbursement of funds then available under the Educational Television Facilities Act; to establish an office of the television coordinator for the state and to locate an individual to fill that particular role; to develop a master plan for orderly development of educational television in California.

Added recently to the Committee was a representative of the County Superintendents of Schools, through whose office a great deal of instructional television activity has developed, and one from the junior colleges. At the same time, the office of television coordinator for the state was established.

A major concern of the Committee now is to effect the expansion of the Educational Television Facilities Act in order to make more dollars available in California so that television can be brought to its fullest strength.

A 1965 legislative Act provided for the first time for an investment by the state in educational television. To quote from the Act: "It is the intention of the legislature in enacting this Act to extend the permissive use of classroom instructional television in schools throughout the state and to encourage the continued improvement in the quality of non-profit educational television broadcasting." The Act provides matching funds to the local school districts upon a per student viewer basis in an amount not to exceed fifty cents per pupil nor more than one half of the amount invested in instructional television by a local district. Approximately one half million dollars will flow into instructional programming from this source during the current school year. A total appropriation of $1,000,000 for the next fiscal year is now under consideration by the legislature.

The development of a master plan for educational television is proving difficult. It became apparent early that a master plan could emerge only in steps. The first of these steps was a determination of existing facilities and some projection of facility needs. Before I review the highlights of that particular study, let me point to a bit of history that has influenced the development of educational television in California.

Until 1958 it was not legally possible for any public school district in California to expend any of its funds for educational television purposes. California has a permissive code of education and educational television was not mentioned in the code. As a result of this restriction, the first stations that went on the air in California were community stations. As soon as it was possible for public school districts to participate, they began to do so in regional organizations. These people located in the county superintendents of schools' offices are largely responsible for the determination of curriculum and the utilization of instructional television at the elementary and secondary level. Through these agencies, instructional television has become a very important force in a large part of the major metropolitian areas. Therefore, one of the objectives of any master plan must necessarily be the closer coordination of the activities of these regional agencies as they work cooperatively with these existing stations.

To give an idea of the diversity of station ownership and operation, see charts 8 and 9[2]. The regional organizations, generally speaking, the county schools officers, who come together to determine curriculum and utilization provide a service that is reaching about 1,000,000 students.

A statewide educational television network is mandatory. We do not know when it will be finalized, but, as a result of the study, we have an idea as to how finalization will be accomplished. Through several phases, our study anticipates a complete interconnection of stations in the state as may be noted on chart 10[3].

I want now to refer to the tape library. While the live interconnection seems to be a vital consideration, one that certainly captures the imagination, we must remember that the one basic purpose of live interconnection is simply to get programs from one station to another, to avoid duplication of effort and to assure that the best

2. See Pages viii and ix
3. See Page x

of the materials are evenly distributed throughout the state. Until our network materializes, some of the program distribution is being accomplished by physically transporting video-tape or film from station to station. We hope the establishment of this tape and film library can serve existing broadcast stations and closed-circuit facilities, 2500mc facilities as they come on, new stations or any other kind of distribution that might arrive.

As can be seen on charts 11 and 12[4], $18,000,000 dollars is the estimated requirement for the establishment of translators, the tape library, and the microwave interconnection, which is simply the capital outlay requirement. This will come about as a cooperative effort of the state, perhaps the school district, perhaps county, perhaps community. This just gives you some idea of the total dimension of what is required to install these facilities in California. Once the full facility is in, it is projected that it will cost about $7,000,000 per year to operate the stations, the educational television library duplicating center and all the hardware required. When this comes about, program consumption will be frightening and we haven't gotten into that phase of it yet.

4. See Pages xi and xii

Legislative interest in educational television has thus far focused on its use as an instructional tool of the public schools, the junior colleges, the state colleges and the universities. The state must eventually provide a means of contributing to the general culture of all people. The Television Advisory Committee by virtue of the legislation under which it was created is faced with certain restrictions that curtail its ability to provide leadership for educational television. The Committee has neither operational nor management authority. Such authority should be given to some agency that will be responsible to local needs and that can equally represent all educational levels in administration as well as the general citizens.

"The Georgia Educational Television Network Organization"

Mr. Lee Franks, Executive Director
Georgia Educational Television Services
(A Summary)

Georgia's educational television legislation was passed in 1963 and is the cornerstone of our pattern of organization. It is concise but it is potent and inclusive. Here is how Georgia's Legislative Act #340 reads:

> "The State Board of Education is authorized and impowered to make available educational programs through the medium of educational television. The State Board of Education is authorized and impowered to own, operate, maintain and manage television stations, transmitting equipment and all other related equipment and facilities both audio and video for the production and transmission of open and closed-circuit telecasting. To furnish schedules, consultative services, teacher aids and to perform all other things necessary in promulgating, furnishing, producing, transmitting and making such programs available and is authorized to enter into agreement with other agencies, persons, forms, or corporations for the production and/or transmission of educational television programs."

This Act was a landmark in the development of the Georgia Educational Television Network. Certain events led to its enactment.

The following is a summary of video-tape segment by Mrs. Bernice McCullar, Head, Office of Information, State Department of Education:

I think that Georgians are aware of the power that is inherent in this miracle of television for the quality education of their children. We had a trial station in Waycross, the first one in our statewide network. The acceptance of this station brought about the design of a statewide plan on educational television which was formally approved by the State Board of Education in 1961. I think the legislators, the teachers, the superintendents and the public became aware that this was something that was important to Echols County, Atlanta, and Rabun County from the mountains down to the seashore, that all the children would be better educated if we could develop television through a statewide network.

A few people mentioned the advisability of a separate educational television commission, but I am glad to reflect that people realized that if this was going to be a part of education that it should be in the department of education.

Following the legislative Act, the Governor's Commission to Improve Education was established and one of their topics was the future of educational television in Georgia. The legislature, after strong recommendations by this Commission, then appropriated money for the facilities.

The Minimum Foundation Program of Education was revised in 1964 to provide educational television with permanent support.

The following is a summary of video-tape segment by Dr. H. Titus Singletary, Jr., Georgia Associate State Superintendent of Schools:

The Georgia State Department of Education was reorganized in July, 1964 into five major offices: The Office of School Administration Services, the Office of Instructional Services, the Department of Staff Services, Staff Assistance, and Office of Vocational Rehabilitation Services.

The Office of Instructional Services has seven major components: Educational Television Services, Curriculum Development, Vocational Education, Teacher Education and Certification, Pupil Personnel Services, Exceptional Children and Titles I and III of Public Law 89-10. You will note that Educational Television Services and Curriculum Development are in this unit. The members of the Curriculum Development Division, who are specialists in their areas, work very closely with their counterparts in Educational Television Services. We think this is important so that the content of the programs can be developed adequately. In addition, educational television services are available to all the other units in this office as well as to the other offices in the Department of Education. (End of video-tape comments.)

The structure of this educational communication service was then organized into three departments reflecting the three vital elements we believe are necessary for success. One, program excellence, meaning content, structure and production quality. Two, technical excellence; we are rapidly moving into the technological age in education. These learning resources must come into the classroom or the group with a 99 per cent dependability and they must be available at the flick of a switch. Three, the vitally important aspect of Utilization. Hopefully utilization will yield acceptance, carefully planned usage and constant evaluation by school administrators and teachers. Under an Administrator for Program Development, this department carries out these functions.[5] Under an Administrator for Utilization, this department handles these responsibilities.[6]

[5] This information was given visually and not repeated orally. See charts in Appendix on page xiii

[6] Ibid

In the coming year, seven utilization specialists along with the television teachers will work throughout the state. Their efforts, however, will be concentrated on schools having special interests in developing educational communications systems.

To extend our reach, we have a demonstration and preview unit that can take television presentations and preview capability to any classroom or conference room in the state. It can also be a kind of mobile television library.

These functions fall under the jurisdiction of the Director of Engineering.[8] This year we have two full-time field engineers. They are on the road constantly consulting with schools concerning their technical problems. Another example of our rolling stock is a van that measures signal strength for the schools, helps them with their antenna placement and carries other technical gear.

We have seventy people on the television staff. In addition to this, consultants in the Curriculum Division, plus other field poeple in the state department also assist the television unit. Except for the teacher consultant

8. Ibid, Page xiii

positions, all of our personnel are under the state merit system, which is a kind of civil service arrangement. These positions are all full-time professional jobs; we do not use any students or part-time volunteer help.[9]

Positions such as broadcast technician and production technician are jobs we call "career trainees." These were established because we know that we have to train some of our own people. We are trying to build this into our operation.

Regarding financing, all funds for the network operation come through the budget of the State Department of Education. The University of Georgia operates its station and has its own budget, but its station and studio are an integral part of the network. When services are rendered to agencies outside the State Department of Education, we receive reimbursement.

Capital expenditures include our present stations plus the five presently under construction. It also includes the construction of our new headquarters and production center in Atlanta. These five stations will be on the air this fall. Virtually statewide coverage has been

9. See Chart on Page xiv

accomplished for about six million dollars. Our annual operating costs are $1,818.00. Program production costs vary greatly but I thought you might like some idea of what we consider costs. A live lecture-type program with a very brief planning period might be done for $200. A program requiring substantial amount of research and planning and with some involved film or dramatic sequences would naturally run to the higher figure ($2,000). We set our average program unit cost at approximately $1,000 for a half-hour program. These figures include overhead costs, such as, maintenance, repairs and administration.

Each of our transmitter stations operates with a four-man staff. The annual cost of each transmitter operation is $45,000. All of our stations are interconnected the moment they hit the air.[10] Our network interconnection lines are leased on a year-to-year basis. This figure, $198,000 covers the cost for interconnection for all the nine stations for one year.

In-school programming fills the daytime hours up until 3 p.m. when a daily in-service teacher segment takes us to approximately 4:30 p.m. This is followed by a time period for business and industrial training courses. There is

10. See Chart on Page xv

an hour each day for out-of-school children's programs. Then until 10:30, we have regular general interest programs for adults.

There are three production centers in Georgia. We have mentioned the State Department of Education, the University of Georgia, but not the Atlanta and Fulton County public schools which has a fine station and production facility in Atlanta. There is an agreement now between the Atlanta and Fulton County people and State which will bring about coordination and cooperation with regard to this facility. We look for a strengthening of both of our positions with this arrangement. The University of Georgia and the State Department of Education share the programming burden of the network. Most instructional programming is done by the State Department of Education and most of the general interest adult programming is done by the University. There is a definite overlapping of interest in a number of areas, but this is laid out in a written agreement we have with the University of Georgia. We produce and program according to our respective educational responsibilities.

This network of stations we believe is the most economical way to provide statewide coverage and certainly the way to reach other than in-school audience. Each of these stations has a program origination capability so that programs of over-riding local importance can be aired on any individual station.

Use of the medium, however, will take us far beyond broadcast television. We are now working with a number of school systems who are planning and actively involved in setting up discrete multi-channel closed-circuit systems and also 2500mc systems. Our utilization specialists are called upon, beyond our capability to serve requests, for consultation along these lines.

Second General Session

A LOOK AT THE FUTURE

"Introduction"

Dr. Gilbert Tauffner
Executive Director
WETV and WABE-FM, Atlanta, Georgia
(A Summary)

This morning's session was devoted principally to an examination of various kinds of organizations throughout the United States utilizing television as an educational communications medium. The session this afternoon is concerned with looking ahead to the educational possibility inherent in the television medium. The discussion is scheduled to be broad and will encompass all forms of communications as well as television possibilities.

The first part of the following presentation is developed with the "school" oriented television program in mind. This includes the use of educational television for classroom teaching, in-service teacher education and school administration. Later, the four panelists of this morning will speak of the use of the television medium for community education.

All of us have attended conferences where keynote speakers dreamed of a future in education where electronic marvels perform the major part of the task of instruction.

A few have predicted that the printed word will pass into oblivion---being replaced by very small computers in communication packages that could be carried by individuals and used to speak directly with other individuals at great distances and able to survey great amounts of technical information stored in remote banks abstracting details desired by the individual.

In a sense, this type of communication implement would solve the problem of reaching and teaching the individual learner providing the learner is motivated. While television and programmed materials (and these terms are not mutually exclusive) have yet to find their place within current instructional patterns, it is conceivable that the future will see basic regrouping of students in a physical sense to achieve learning objectives that are not subject matter oriented or developed sequentially on a grade-by-grade basis.

Other keynote speeches have attempted to guess at the direction education should take. One such recent address, delivered by a member of the Educational Policies Commission, suggested that curriculum should become one of developing the thinking process of each student through experiences in the field of logic and similar abstract learning approaches. In this presentation, even the teaching of science and the behavioristic psychological approaches to learning were considered outmoded.

"The world that will be" appears to be one in which an individual will consume most of his time engaging in activity that will utilize all forms of automated, computerized, and mass media extensors. By extensors, we mean to indicate those artificial means of adding to the capacity of our brain storage areas, our visual and auditory perceptions, and our other bodily functions. Batteries of these new nerves and muscles will serve to assist all specialized fields, including education. Students will need to become conversant with the rationale behind these new forms of "additions to life functions."

How far off are some of these dreams? We all know of the highly complex programming that took place in the fields of medicine, computers, and other scientific equipment to effect successful space ventures. Now physicians gain a richer evaluation of the physical condition of a patient in much less time and with a good deal more accuracy than a single physicial or nurse's aide gains through technological advances. The physician's role, much as a teacher's or student's role, becomes one of analyzing data and evaluating corrective or experiemental trials.

Education has been very slow to readjust to the new world that presents itself. Most of the current thinking in education applies itself to the importance of the individual learner moving through a self-initiated process of discovery with a live tutor or at least a low pupil to teacher ratio, and this is very commendable. The most enlightened programs recognize use of "supplementary tools" to assist a teacher. This has resulted in some physical rearrangement of learning spaces. In many of the newer schools, there are large common learning areas, and smaller spaces for carrel type study and individual learning experiences. In a few schools, educational technology in the form of automated distribution systems provide comprehensive sources of data, reference, programmed materials, film, television, slides, and book information bits where the students can, on a highly selective basis, pick ways and means of continuing pursuit of a learning problem. The teacher, in these instances, becomes much more than a giver of specific information. It is imperative that she become, in the best sense, an educational technologist in her own right. Her role becomes one of stimulating thinking, helping the student determine what he should study, and how he can best study it.

What type of organization will probably bring about this great change that most certainly will take place.

Although we all realize the vital importance of maintaining the individual student, teacher, and local administrator's involvement in the learning process that takes place in an individual school, it appears that stronger state departments of education with national assistance will probably be prime agents for change. An independent commission, apart from the field of education itself, used to promote the use of learning resources in the newer approaches, does not seem to offer as fruitful a prospect as a gradual awareness of technology by agencies concerned historically with education and an assumption of this technology into their regular ongoing programs. In all events, the organization decided upon should keep the individual student in mind and be placed in relationship to other administrative functions so as to be able to evoke change in classroom practice. It should be recognized that the educational technologist is as important to teaching and learning as the curriculum worker. Unfortunately, to this date, the extent to which an educator identifies himself as an educational technologist has resulted in his being labeled as gadgeteer and lessened his "classic" reputation as scholar or legitimate curriculum specialist. Curriculum specialists who endorse the use of technology integrated with curriculum approaches must be at the heart of any effort to utilize television or any other communications medium in the schools.

Up to this time the most successful ETV programs have been those where creative local curriculum staff developed programs with well-trained, creative technical staff and communication specialists in close rapport with teachers using the programs. This approach is more apt to result in "quality" instructional programs, than the haphazard or incidental use of programs of perhaps high technical quality produced elsewhere where these are simply brought in and placed before students without adequate thought being given to their utilization. The educational technologist identifies creative talent and provides opportunity for it to thrive. Freedom of action, verbal encouragement, and administration fertilizes in the form of services and expedition and enables creative staff members to work best together to produce programs of merit. Creative ability lies within individual students, teachers, curriculum specialist, TV production staff, in fact, within most of us. The organization that is the best "releasing" and "supporting" agent for the identification and synthesizing of the element of creativity is the best organization.

We will hear of many ways of using open-circuit, closed-circuit, UHF and 2500mc band, cable and micro-wave links, portable VTRs and mobile units, both as single elements and in coordinated joint-use patterns to approach the problems facing education. These problems relate to teacher education, introducing new content to students, multiplying effect of scarce and hard to get teaching staff, enriching lives of students in culturally deprived neighborhoods, adult education in the humanities, and literacy and vocational training. The many channels offered by the 2500mc band, if combined with an open-circuit station, can provide the "paper-back" programs needed for extensive, selective use by teachers and students.

Up to this point, we have relegated our thinking to school oriented programming. An educational philosophy of open-circuit, general audience programming for enlightenment has yet to be written. The pragmatists hold full sway at this point. These are the people who see infinite possibilities for the medium and are trying them out. Anything and everything is being presented over educational television stations and the audience is growing. Roughly the audience can be placed within 2 per cent of the 25 million adults indicated in a projection of those following some plan for leisure-time education by the National Opinion

Research Center in its 1963 study entitled, "Volunteers for Learning." The impact of the vast audience of adults for educational television is staggering.

Technology is pushing a complex of means to reach a geometrically increasing population with diverse programs.

Mr. Lee Franks
Executive Director
Georgia Educational Television Services
(A Summary)

While we are all striving to individualize instruction and to upgrade its quality, we are having a student explosion. Exploding knowledge is compounded by the obsolescense of teacher knowledge and further compounded by the continual mobility of our population. It is even further compounded by rising expectations on the part of our students. Dr. McLuhan, the communications prophet, indicates that today's students receive a fantastic number of sensory impressions. To me all of this means that the day has passed when a sweet lady with a few charts can purport to explain the solar system! Today's pupils are conditioned to such things as fine NASA and Walt Disney presentations.

We must look at ourselves as educational communicators, not just television communicators; we have to use an array of technological means if we are to move close to individualized quality instruction goals. The question is what configurations are we going to come up with to allow this to happen?

For years educational television was considered to be a mass thing, the teachers were expected to herd all their students into an auditorium or a gymnasium to view a row of monitors --- that was educational television. That is one way to do it, but technology is here now to make this a small group or even an individual resource. With a computer assisted instruction tied to television, such a method of study can be done in carrels, as individual review for students, used for specialized unit presentations, or single purpose presentations. The technologists have brought the kind of educational equipment that can do the job. Granted it would be expensive at this point, but the means are here.

In Georgia this means we must go far beyond broadcast in order to cross what I call the quantity threshold. We must bring an increased quantity to the teacher and give her flexibility in the use of educational television. This suggests closed-circuit, discrete multi-channel systems with individual school buildings. It means the state has to provide a massive support system. We need to provide consultants in utilization and to help in training such specialists for the schools themselves. We need to increase our engineering consultant services. Schools will also need their own technicians. Our programming support calls for materials to be distributed via the library concept outside of broadcast means. This is not to say that our television stations will all go off the air---they'll always be saturated. It might even free them to do an increase of vocational training, adult education and teacher training.

We are considering the establishment of centers at our station locations. Utilization specialists consisting of a team with a technical person will be based at each of these station locations. Also this center might serve as a library material distribution point. The building of this kind of system, especially if it is open-circuit, would really be the development of a natural resource for the state.

Development of such a statewide system of communication carries with it the responsibility to see that it is accessible to the whole spectrum of education. In Georgia we believe it is incumbent upon all state institutions to offer its services to educational television if the need is there.

Mr. John Crabbe
Chairman
California Educational Television Committee
(A Summary)

This morning I seemed to have implied that the television committee in California should receive all the credit for the advance of educational television up to this point. This is not true; the television committee was not brought into being by the legislature to provide a channel through which all of the various educational television efforts might be funnelled.

My friend from Hawaii questions why the state department of education in any state can't provide the strong leadership for all levels of education? The construction of our administrative organization in California is such that it just can't happen now. But let me make it clear that the California State Department of Education, the public school instructional television committee, the state colleges' own television committee, the Universities' own television committee, and a host of other agencies have worked long and hard to bring educational television to its present status. I don't want to imply that the committee itself is the "Great White Father;" it simply happens to be the mechanism that is necessary in order to keep the legislature happy.

I have a personal conviction about where educational television is going, at least in California. We started out in our state with enrichment materials, things supportive to the curriculum and the teacher, not direct teaching. We suddenly discovered that we wanted to maintain and increase the level of local district support of instructional television, so we got into direct teaching. As an instance, we have a series of seven programs for the high schools on the subject of Communism. This is a difficult subject as it is required by law to be taught in the state. Its policy is a fine line between the John Birch Society and the ACLU. We started with this series as a documentary. The teachers were dependent upon it to do the total job of direct teaching of the subject of Communism, because they did not want to handle it. So, we were in direct teaching.

The most significant level of service for educational television in our state will be in the junior colleges or the community colleges. The technological explosion makes available to smaller districts a relatively inexpensive videotape recorder, and the ability to achieve distribution via 2500mc. All of these things are going to enable the local district to move into its own instructional television services and to solve its own scheduling problems. Our station is a regional service. We are covering 15 counties, but if we say that we can do this job with the multiplicity of individual districts, we're kidding ourselves. Whereas, we could give a particular program to the district on tape, then we would be moving into higher quality, programs of real stature that are genuine enrichment for the school curriculum, not direct teaching.

In our particular area, we have the largest junior college district by geographical definition than any junior college district in the world. This district is looking to television as a means of doing its job in the community and reaching students in their homes because they are not going to be able to provide adequate facilities for these additional students for some time.

Dr. Donald Wood
Director of Television
Hawaii State Department of Education
(A Summary)

Within the next eighteen months, Hawaii hopes to be able to cover the state with an open-circuit boradcasting system. We anticipate having at least one receiver in every classroom within the next four to five years, ideally, two receivers in each classroom in the state within the next ten years. We plan eventually following a multi-channel combination of open and closed-circuit operations, relying more and more on closed-circuit for secondary work. Wherever you have a master antenna and a distribution system within a school, you have the basis for closed-circuit system.

At the secondary level, when you have a one or possibly two channel open-circuit operation, sometimes even with a multi-channel closed-circuit operation, you still can't meet scheduling needs. One way around this is building libraries of tape materials, making the tapes available to schools allowing them to prepare their schedule. Once schools are equipeed with playback equipment, devote your (broadcast) in-school day to elementary programs where they can be used more feasibly. In the early morning hours, over weekends, at night, or possibly during the day, schedule your high school programs; let the schools record them off the air and then play them back to fit their own schedule during the next week or two, then erase and use the same tape to record the next program. This means a tremendous reduction in the amount of tape that you have to keep stocked at each school. You give the schools more flexibility than a library system. One advantage we have is being able to provide current enrichment visuals simultaneously to a thousand schools.

The island of Hawaii is using Title I funds to equip every high school with a slant-track recorder next year.

We hope to use Title III funds for 2500mc experimentation. This is one way of meeting the stipulations in Title III that (a) all of the students in a given area in public and non-public schools shall be served, but, (b) all the hardware at the end of the project shall remain with the public agency. Therefore, you locate the transmitter and all of the other facilities in some public institution, one of your secondary schools; but, broadcasting can cover a radius that would take in several private schools. They furnish their own receivers; they are able to make use of the facilities, work with you jointly in scheduling what kind of programs can be of mutual benefit for your schools and the private schools and still meet Title III stipulations.

What are we doing to try to organize for the administration of this kind of educational technology? I am tempted to suggest that audio-visual and educational television need to be combined organizationally and administratively.

Dr. Lee Campion
Director
Division of Educational Communications
New York State Department of Education
(A Summary)

There is going to be a widening gap between good and bad education. With innovations fast developing and with increased federal and state money available, the do-nothing states, schools, and educators are going to be awfully conspicuous.

Boston will soon have color. The New York City station is going to put in a three-channel color system. We'll soon see a continuous breakthrough in video-tape recorders. I point to the Bedford, New York, project in which there is a school that will have a full electronic system with one study carrel for every four students---an electronically fed study carrel. Television is the heart of this system. In Arlington, New York, we have an experiment with four major film companies to video-tape record film so that we can play the film on the tape when the teacher needs it through a television system. In the future, there will be more television sets and video tape recorders in schools than 16mm projectors! If we can develop the system so that classroom teachers have a choice, half will prefer to see their films on television rather than by bringing projectors into their classrooms. Television cannot give classrooms large screen color, but we will see a rapid development.

The fact that major film companies are cooperating in this project is quite remarkable, because this leads toward another breakthrough in the purchasing of materials that educators will use.

Unless we acquire library materials with all rights, we see a problem in the near future concerning teachers' rights and copyrights. Fortunately, we have several organizations representing television and audio-visual interests that are keeping abreast of these problems.

We have more television sets in homes than bathtubs, so I suppose in the schools we can predict that there will eventually be a television set in every room. This is our goal at least in New York. In Scarsdale, a library is being constructed with an audio-visual center beneath it with all the wiring for electronic study carrels. Title III money will be used to purchase its video tapes. Once we said these materials were too expensive for every school. The reason behind this statement being its infrequent use, because if a teacher used a film once a year or even if it was used three times a year by other teachers, we felt the film was not used often enough to warrant putting it into a school.

The primary discovery of a project conducted by EB Films, which is being studied by Ohio State University, is that when the classroom film is made available for student self-use, the film is shown numerous times, thus, it becomes economical to place these materials in every building.

We have schools on Long Island who are not only contributing to Channel 13, an open-circuit station, but are developing their own 2500mc systems.

Rochester, New York has an elaborate communications program. It has its own 2500mc system, which because of its compact area can reach 54 schools.

High schools will develop audio-visual or communications centers in which there will be several video-tape machines to feed the school programs it desires.

In curriculum development, we foresee single programs that will be major resource units, complete teaching units in themselves, such as one on the United Nations. A short unit might be like those which have been successful in the past on the State Constitution, a required subject in many states. Along with television, we will build the telecourse's teacher-training aspects.

State education departments will play an important role in the future by organizing mass media within the state.

We will see supplementary centers constructed under available Title III financing of ESEA. We shall see Title I money used to develop regional television centers. We have some of this activity in New York State. In the future, I see school staff all-media coordinators.

In New York, all media is under a division of educational communications, with the exception of libraries and museums; however, all three are under the same Commissioner, so there is coordination and cooperation.

We are going to use manpower development and training money in the training of electronic technicians. These are becoming most difficult to employ. We are going to have to train them ourselves. We have already started the routine of organizing an application for this fund to train our own television technicians.

The only way I can see of solving the increasing financial problems is by regional cooperation. Our state is currently developing a project with Pennsylvania and Connecticut. Each of these states will put in $10,000 to produce a series which will be far superior to a series produced individually by the states.

There will have to be more of this type of cooperation between states, and state departments of education will have to realize they are going to have to finance television libraries or participate with regional libraries, such as the Great Plains Television Library.

It is my belief that more money will go into productions, but fewer production centers will be constructed. The trend is going to be toward larger production centers, and away from many little schools all attempting to produce their won programs. The latter duplicates much of the effort being performed elsewhere.

One of these days higher education will discover television. It will make its use widespread in contrast to the few on-going projects of today. A lot can be learned from the Chicago Junior College of the Air, but little has been culled from its experience. The time is coming when we will be forced to use educational television for college courses.

There is a movement in New York to give examinations over educational television. A student would not have to go to a classroom to gain his degree or at least to secure credit for certain courses. This would be a recognition that all learning does not come from formal teaching situations.

The U. S. Office of Education may recognize media by assigning an official to sit in a decision making position. Also in the future, the NAEB may become more than an association of educational broadcasters.

Mr. Henry Cauthen
Executive Director
South Carolina Educational Television Network
(A Summary)

Let me preface "My Look at the Future" with a reminder that what we do will be shaped by technology advances.

It is my opinion that there will be an extensive increase of involvement from kindergarten through college in the State Department of Education. A more uniform curriculum will be developed at the state level.

Educational television will become a production and transmission agency for the benefit of the public schools, with the curriculum and program content coming from the State Board of Education and the State Department of Education as they assume an increasing leadership in this area.

All of the state's teachers will be able to follow teacher education telecourses. This will shorten the time to introduce new instruction concepts and curriculum changes. This will allow the teacher to meet the growing demand for an increase in quality teaching.

Some of the larger schools of our state will establish limited production facilities, and will install video-tape recorders to record telecourses from the state network in order that the school can play back the lessons when they best fit into their schedule. This will be an asset when we begin to program over six channels with 72 half hour programs during a single school day.

It seems logical to me that the existing school buildings should be used after public school hours for junior college instruction. Both colleges and state technical educational centers will move into educational television utilization.

Adult education centers will probably be established across the state to train in such subjects as family health information. Many of the businesses and industries in the state are using an educational television channel to train and retrain their supervisors and managers. We already have a dozen hospitals and other medical and mental health facilities interconnected to exchange information.

We see an interconnected television channel for police, fire and many state agency departments. Some of our cities are already interconnected on our channel for a police training series, which, incidentally, is reaching three fourths of the policemen in our state now.

We feel open-circuit educational television cannot be limited to public school use as there are too many other avenues of education where the service needs to be made available.

The following are excerpts of questions from the floor which were posed to the First and Second Session panel members.

Q. Is there proof technology in teaching can be effecitve?

Tauffner: You will recall the effectiveness of the Edison Response Environment System as developed by Omar Khayyam Moore in which he is teaching pre-kindergarten children to read, write, spell and type. Since education today is headline reading, the press and we make more of our short comings than was made a decade ago. Educators had not succeeded with traditional approaches, so today educators are cognizant they should attempt to utilize technological advancements.

Q. To gain the statewide acceptability of telecourses, won't something have to be done to promote the movement away from the Carnegie grade system towards one of individual acheivement measurement?

Wood: Some system will have to be originated whereby we measure the amount of learning the student gains in a semester or year rather than by the number of hours spent in a classroom in a given period of time.

Tauffner: Let me give a warning to those here who have not started in educational television. It is vital that you consider processes for evaluation of your telecourses early in the game. Otherwise you can be unprepared when the time comes for you to prove that educational television has actually helped with a student's instruction.

Q. Please discuss the use of the medium for individualized instruction for the large class.

Campion: In Ithaca, New York, one of our schools has a large, projection-type television screen built into their multi-media system. In our state, the tendency is toward projecting television on large screens.

Crabbe: California discourages the multi-media room idea. Once you establish this arrangement, schools begin to install a multi-purpose room into which the students are taken. Our policy has shown it practical to have receivers within the classroom where the student does his learning. We have had an active program to stimulate schools to increase the number of receivers in all classrooms. We recommend one receiver for not more than 30 student viewers.

Tauffner: Having been involved in one of the first educational television stations which programmed telecourses, my experience during the first year was that pupils didn't concentrate as effectively when they moved to another room to view a telecourse.

Wood: In Hawaii we are discouraging "cafetorium television utilization."

Q. How can an educational television production best be created for teacher education?

Crabbe: An obligation of open-circuit educational television is to locate teacher training materials of stature from their best sources, not exclusively from the station's immediate area.

Bell: NAEB is bringing together 20 representatives from teacher training institutions to brainstorm how to change attitudes and approaches towards instructional television on the part of teacher training institutions.

Tauffner: Atlanta has a Title III project entitled "Learning Resources Center for In-Service Teacher Education." Included as part of this Center will be all forms of media gathered in association with area universities and with such community agencies as art galleries, museums, etc. The plan is to withdraw all of the first year Atlanta system teachers for a reasonable period of time, say six months, during which time these teachers will participate in an internship while substitute teachers tend their classrooms. This internship will take advantage of all of these resources which have been planned with people from the universities and from the community.

Cauthen: South Carolina is developing three courses in cooperation with its State Department of Education for teacher training. These will be offered for teacher certification and for college credit. Almost every college in the state has indicated its willingness to offer credit under various circumstances which they will announce. We feel this is the type of incentive needed to encourage teachers to take part in this type of project. The telecourses for teachers will let them follow their lessons at home during the summer months or during the winter after school hours.

Our schools also offer five days of teacher training as part of the school year and as part of the teaching commitment. Our school year has increased from 180 to 185 days. We have been approached by some schools to develop programming for use during the five days.

Wood: The Hawaiian Legislature has established a separate contract for teachers who will agree to involve themselves in in-service teacher training. It is a voluntary system where teachers can stay on a basic contract which involves no earning of credits, or they can elect to earn five extra credits for which they are given a completion of in-service or college training certificate; the latter puts them on a different pay scale.

Cauthen: What has been suggested in South Carolina is that the teachers get an extra month's pay for taking a given amount of teacher refresher education during the summer months.

Q. With the amount of money available for technological equipment, will every school enter the "television business" only to produce telecourses which seem of value to it, but are worthless to any other school?

Wood: Let's compare educational television production centers to the publishing business. The large production center is like a large national publishing house. Not every school can publish handsome, hard-back text books which are going to supply the teacher with exactly what she wants. Every state does provide its own guides and other localized materials through its state department of education resources Every school has its own ditto machine. These are different levels of print media. Likewise, there are different levels of television productions. If the school administration is convinced it is right in producing telecourses for its own system's use, I say fine. Agreed, it isn't a quality production made for national distribution, but as there is a place for a school ditto machine for the distribution of intra-classroom items there is a place for a school slant-track video-tape recorder if its use can be financially justified.

Franks: Georgia sees a group of "seed systems:" using the slant-track video-tape recorder. We see our state department working with these "seed systems" over a protracted period.

Educational television development by state departments of education is a decade of work. In north Georgia, we have spent one year working with a local system, getting administrative decisions, helping it to take these decisions to use educational television down through its whole school faculty.

To be effective, you have to plan an entire course and lay in your television resources, your library resources, your field trips and related things. Ultimately, this procedure will evolve a different role for the classroom teacher. Schools should go into educational television utilization gradually. They shouldn't jump right into it. This way they will gradually discover how to use it to satisfy their needs.

Q. How can outside agencies be encouraged to utilize educational television facilities?

Cauthen: Here is how South Carolina handled a police project. We gathered all the major police agencies, their related organizations and associations in the state. We talked to them about our proposed program. They agreed to cooperate with it. From that group we developed an advisory committee. It decided what approach we should take. From this committee, 70 discussion leaders were selected from outstanding police officers in the field. They were brought into our center where they were shown what we could produce on educational television for their project. Each leader was given an opportunity to see himself on television in our studio. Discussion leader guides were created similar to classroom teacher guides. These were complete with the types of questions that might arise in an after telecourse discussion and how to deal with such questions. Student manuals were developed for the students so they would have a record of the program content and a future reference to the television program. Through this approach we involved practically every police officer in the state. Beyond that we have developed speaking kits for the discussion leaders to give them background material that they might use as they appear before civic clubs. A great many of them have been called before civic clubs to talk about this program.

This has been a real shot in the arm for law officers as it focused attention on law enforcement and its needs. Our first programs dealt with laws in the state that hampered law enforcement. As a result, these laws were brought to the attention of the state legislature. The laws mentioned on the program were changed.

The real secret was that the people who were to be served were brought into it at the beginning; they were made a part of it and were made to feel comfortable. They knew what was coming and weren't scared of it. Before the project was over, we were able to locate money to compensate discussion leaders for their time.

Q. Is there any way of applying this same organizational development so that it would be effective in bringing classroom teachers into using educational television?

Cauthen: I think people involvement is the secret to educational television acceptance. Insofar as teacher utilization is concerned, there are organizational patterns which are available. In the case of our police project, there was no substantial training program being conducted on a statewide basis.

Q. Are there any financial obligations involved if a station follows an earlier suggestion and video-tapes programs which are broadcast by open-circuit television?

Wood: Our audio-visual people frequently say, "Forty schools want to show this film, but we only have one print. If you will air the film, we will suggest that the schools which have requested it view our station at the designated time."

Campion: Paul Andrick in the audio-visual office in St. Louis County, Missouri under a Title VII USOE grant is conducting a study on the feasibility of piping film over a 2500mc system. You can get a copy from him or from the USOE Title VII office.

Bell: There is a direct bearing on this type of question in regard to the revised copyright bill which has been in the Congressional mill for the past two years. When Congress puts into law the new regulations, the law will spell out what you can do in such a case.

Crabbe: The copyright bill would only pertain to those programs which are originally copyrighted. If your station develops and produces a program, it is your property to do with as you see fit. Going through the process of having a video-tape recording copyright is an expensive and involved project.

Campion: New York's Channel 31 ran an experiment on behalf of its Department of Education's audio-visual department. The audio-visual department ran its most heavily booked films on television. The idea was to prove that television could solve their audio-visual distribution problem. The result was an increased demand for the films because it opened a new audience.

Q. There has been a rash of public school construction in my state. I have been attempting to have educational television facilities included in the construction. Can anyone give my any suggestions how I can be effective in my attempts?

Campion: The New York State Department of Education joined forces with our building planning division to apply for and was given a grant to travel the state to photograph innovations which can be built into new school construction plans. Our state architects also work with the school architects to advise them how to plan for the future.

Q. I would like to ask how Title I funds, which are for educational television equipment, can be obtained for general audience programming of an entire school system rather than for a project which is limited to the specific aid of the disadvantaged children?

Tauffner: The law does not require programs for the disadvantaged to be limited to use by that group. Atlanta has a project proposed under Title I and another under Title V which are designed for the disadvantaged student, but these programs will be scheduled for use in other classrooms.

Q. What about buying equipment to receive the program?

Tauffner: The funds can be used only for equipment in Title I schools.

Campion: There is a school system in Florida which has received some $600,000 to build a full television system. There is also a school system in Newburg, New York which has received some $200,000 to build a complete television system, equipment and all.

Q. Is this because you have a high concentration of disadvantaged children in that area?

Campion: The bill is not just for disadvantaged. It is for the economically and educationally deprived. New York took Title V money to employ a person whose primary functions is to read and evaluate all proposals. When he comes to television, he goes to our Bureau of Mass Communications: There the technician and engineer read specifications to analyze a manufacturer's proposal before it is approved.

Wood: This is where state departments must take the lead in explaining to schools that there is a difference between a high quality printing press and a ditto machine.

Campion: I suggest that if a state department is planning to go into educational television they hire a technician and an engineer. Once schools know you have technical people, they don't begin their planning until they contact you. If they know you don't have this service, then they tend to turn to a manufacturer.

Q. Shouldn't there be discussion of the recruitment and training of educational television personnel? I think local level productions are wise because they give an opportunity to train students in graphic arts, and explain educational television from a production standpoint. There is a possibility that this might be an incentive for these students to continue with their education in the educational television field.

__Tauffner:__ All the related educational television agencies are presently very concerned about the personnel problem.

__Bell:__ On that same line, NAEB finds that many state departments of education have difficulty in employing those who are qualified in educational television. If they are going to find anyone who is qualified, they are going to have to plan to pay more money than has been talked about.

Third General Session

REMARKS BY UTILIZATION ADMINISTRATORS

Mr. Duane Mattheis
Commissioner of Education
Minnesota State Department of Education
(A Summary)

Educational television in Minnesota is conducted by a non-profit corporation founded a number of years ago. The State Department of Education plays a minor role in it at this point. We believe, however, that utilization is a highly important part of educational television. This is where television becomes involved with the interaction of teacher, student and administrator. It is utilization that we are going to discuss in this session.

Dr. Willard Bear
Assistant Superintendent of Public Instruction
Oregon State Department of Education
(A Summary)

In Oregon we have quite a modest educational television operation. It is almost identical with the Hawaiian program. We telecast 15 hours per week of classroom instruction. Higher education operates our educational television facilities. Our department's utilization is helping teachers and schools to use the telecourses and studying the needs and the wishes of the teachers. This includes issuing a pamphlet of practical hints to teachers on how to utilize classroom educational television.

In Oregon it is not the job of the state network, as we call it, to do much direct classroom instruction. We attempt to serve the schools by supplementing, enriching and supporting the teachers in various ways with fuller courses and shorter units. Educational television can help in areas where the self-contained classroom teacher is not well prepared in all areas---art, music, foreign languages, etc. We think direct teaching is the responsibility of the local schools. If any of it is performed by television, it should be developed by the local school systems through their own closed-circuit 2500mc installations.

Everyone here knows some of the things that educational television can do. But I raise a question as to whether more attention should be given to individualization of instruction.

Educational television can't play it by ear or easily pace instruction for each group of learners. It has to hit a mode; it can't individualize instruction. It can't support the pupil when he needs support nor prod him when he needs prodding. It can set the stage for pupil-teacher interaction but it can't guide or follow through.

We need to settle on some of the tasks that educational television can do best and leave some of the other tasks to other devices.

Dr. William Flaharty
Deputy Commissioner of Education
Connecticut State Department of Education
(A Summary)

I began thinking of educational television about 1952. As a Connecticut resident living between New York and Boston, I have been familiar with educational television presentations as telecast from these two points for some time.

Connecticut is beginning its network under a non-profit corporation as a part of the State Department of Education Audio-Visual Media Department. One of our development problems is the articulation between the open-circuit, the closed-circuit and the emerging 2500mc system.

Most of our utilization contacts come through the media branch in association with the local audio-visual people. We also work with the association, superintendents, classroom teachers, and others.

In accordance with the agreement between the Connecticut State Board of Education and the non-profit educational television corporation, the State Board must approve all programs which are telecast for in-school viewing. In order to implement this, the State Board has an advisory telecast council. This telecast council has members representing the usual statewide educational organizations. Our experience with the council has been a constructive one as the members are conscientious. The council began approving telecourses in 1961, the year before our first station went on the air. Twenty program series were approved for educational television viewing in the schools this year. In addition, there are some in-service programs which the council has also recommended.

The council is charged to recommend the subject areas, the grade levels, and the content for school telecast. It establishes curriculum committees after we have decided upon certain series to be presented. This is a type of utilization which is very effective because the classroom teacher in the schools, university personnel, and others are brought together in these curriculum committees to develop subject matter outlines for the various courses. A second purpose of the council is to evaluate continuously the in-school telecast and make recommendations for changes. Other functions of the council are to do research and to foster a sound balanced relationship between educational television, other audio-visual materials, technological devices and the traditional instructional techniques.

There seems to be two obstacles to educational television---one is money. In Connecticut our operation has a dollar per pupil assessment. It takes a local contribution to secure the study guide and other related materials.

It would be preferable to me if a state subsidy would be created as there is a sizeable state contribution to the station anyway. The second obstacle is the articulation between closed and open-circuit television. Soon our Department will be distributing taped programs, as we do films now, to our closed-circuit systems. Still, the relationship between this audio-visual service and telecasting is something that needs to be organized.

UTILIZATION SPECIALIST RESPONDENTS

Mr. Robert Fox
Curriculum Director
Delaware Educational Television Network
(A Summary)

Delaware has a three-channel statewide closed-circuit network which offers 40 instructional and in-service series for children and teachers weekly.

We think utlization will be effective when we develop cooperative, quality programs. The quality of educational television programming has been poor, especially during the last five to eight years. Everybody wants to produce their own programming which has brought a great deal of quantity, but little quality.

The fact is, every teacher is not anxious to use television. The chances increase that utilization will take its rightful place when programs are educationally sound, produced to perfection and learner oriented. Utilization should be in the hands of specialists. Too often a station enters utilization when its personnel has completed their other duties. This is unfortunate because a utilization specialist needs to be a person with a range of ability and to be at home in a broad area of communications. He must know how to handle seminars, conduct teacher workshops, and evaluate teaching in classrooms. He must possess an ability to work with people. He must know how to associate with administrators and principals, and be an excellent speaker and listener. He must know that television classroom utilization is directly tied into teachers abilities and aptitudes, student levels of readiness, available materials, and the space allocated to television viewing. The utilization person needs a vast amount of knowledge covering such areas as computerized closed-circuit television systems, on-camera teaching, use of educational television programs broadcast by commercial network, structuring of a potential television series, and means by which schools can use television for supplementary enrichment or direct teaching. Utilization is much more than a monthly visit to a principal's office for casual conversation, or a tour of the building. When a utilization specialist visits a school, he needs to explore the following: administrative planning, use of television, availability and involvement of teachers, television viewing methods and procedures, teachers use of pre or post-television planning activities, interest and aptitudes of teachers using programs, communications between participating teachers and television staff.

Classroom teachers are an indispensable part of any utilization team. Seven questions utilization specialists should ask classroom teachers who use educational television are:

1. What are the learning opportunities in a telecourse and how can they be correlated with that of your (the teacher's) program in the classroom?

2. What might be your objectives in using this lesson?

3. What essential information and suggestions might there be in teacher study guides that can be used in preparing children for viewing?

4. What kinds of pre-telecast activities will help motivate and adequately prepare students for viewing?

5. What new vocabulary is expected?

6. What related materials are called for in this lesson?

7. Is your room ready for viewing and are your children ready?

These questions relate to preparation.

Here are four more questions in regard to participation:

1. Is the teacher situated so that she can easily observe student reaction during a telecast?

2. What are the observable student clues that may spell boredom, questioning, uncertainty or high or low motivation during educational television lessons?

3. What do children learn from the lesson?

4. Have the original objectives of your total efforts and plans been met?

Televised instruction makes its maximum contribution when it is wisely and effectively used by classroom teachers in response to a teaching purpose or to a learning need. Television utilization needs participation on the part of the children, classroom teacher preparation, principal interaction, observation and application from content, and curriculum and utilization specialists.

Television utilization can be taken in many forms and there are many ways to enhance and encourage it. What works for Delaware might not work for you. Even if it worked one time, the same results might not be revealed the second time.

If the television utilization unit has a budget, it can have summer workshops. Last year 350 teachers participated in Delaware workshops at a cost of approximately $8,000. When these workshops were scheduled after school, in the evenings or on Saturday mornings, attendance was excellent. Sometimes we serve food as an incentive to lure teachers to meetings and schedule some workshops through the dinner hour. This results in strong attendance.

In summary, it is necessary to prepare quality programs and locate people to do utilization, but be realistic and make a budget for this activity.

Mr. John Dunlop
General Manager
Educational Television
University of Maine
(A Summary)

It appears if educational television continues the way it has, the ones who will profit the most from our adventures will be the equipment manufacturers and related services. I am vitally concerned about the equipment that many operations are considering---equipment of less quality than was standard five years ago.

I am also concerned about utilization. I directed my first in-school television program in 1951. Many directors are directing telecourses now the way I did then. The techniques of producing and gathering the information have not changed nor have our efforts for effective utilization.

If I had one remark today, it would be praise for the everyday classroom teacher who does the burden of the work now, who will carry the load in the future and who understands the character of electronic media, its potential and how it may be effectively used in her classroom.

Some in educational television are concerned about technical quality, production, planning, and equipment excellence; but we are doing little nationally in the training of our teachers to use this device. If we are to assume some responsibility, we must foster teacher's colleges of education and others who are concerned with teacher certification to be sure that requirements are met that will help teachers be better qualified to utilize the materials supplied to them, even if these are materials which they had no part in creating. We must improve in-service teacher training. Teachers want to know how to use educational television effectively.

Mr. O. Max Wilson
Acting Administrator of Utilization
Georgia State Educational Television Services
(A Summary)

The utilization sections of the various television operations around the Nation are as different as the United States educational television patterns. The purpose of a utilization unit is determined by the specific organizational pattern that it serves. Even though the utilization units are different around the Nation, all have one thing in common---the quest for a formula that will assure profitable use of the communication media that we represent.

In Georgia, we have been experimenting with a number of ideas and techniques. Since we are tied directly to the State Department of Education, there is a close align between the television unit and the curriculum leadership section, especially between the utilization section and the television unit. It is our belief that the curriculum or the material presented over television should be developed through cooperation with the curriculum leadership section and the television specialists.

We often hear that the classroom teacher should be involved in curriculum development, especially at the elementary school level. Yet, we know this busy teacher must handle seven areas everyday, so maybe we should look for curriculum development of the various subject matters by area specialists.

Our administrative staff works directly with various schools. We expect a commitment from the school administration staff before they buy a television set. We also expect these administrators to take a careful look at their role and responsibility as they develop television in their given school system. Through this administration, we are trying to evolve a new role for the elementary school teacher. We want her to become a Director of Learning, not a person who merely presents facts. We see in the classroom a master teacher and teacher's aid---a variation of the team teaching approach.

Our utilization unit develops materials associated with our courses. These classroom materials can be divided into two types: That which is broadcast and that which is written.

A prime part of our job is evaluation. We supply speakers to help inform the community of the school's activities, not only in television, but television as it fits into the total activity of the school effort. Georgia has 196 counties. To give adequate coverage of our service, we are looking toward "model" school setups where we can work specifically with a given school. This would not exclude other schools, but would give the schools surrounding the "model" an example of how they could possibly develop their projects.

One of our primary problems is with scheduling, especially for high school materials. It is somewhat akin to the problem we face with the publishers. Our curriculum never fits the curriculum developed by out-of-state publishers. We are trying to develop program materials of various types including the televised lessons. We are hoping to bring in learning psychologists to help us look at the development of these programs.

It has been mentioned we are doing the same things today that we were doing five years ago. I'm not sure that we should have been doing some of the things we did five years ago.

The following are excerpts of questions from the floor which were posed to the Third Session panel members.

Q. How prevalent is programming educational television on ability levels rather than on grade levels? Could it be utilization problems are more administrative than they are academic?

Wilson: It doesn't seem possible to separate the two.

Fox: It is dangerous for educational television administrators to announce that a particular telecourse is designed for a specific grade level. The classroom teacher should use her own judgment as to which telecourse is best suited for her students based on their aptitudes and abilities. It is confusing to pupils of one grade level to see on the screen that the telecourse they are viewing is designed for a different grade level.

Floor: In Alabama we have had ten years of educational television. My job is visiting classroom teachers to determine their reactions. Alabama classroom teachers don't like fancy telecourse names, nor for their guides to announce a telecourse is designed for "middle grades" or the like. If a telecourse is third grade science, they don't want it listed as GUESS WHAT WE HAVE TODAY? - A TELECOURSE FOR LOWER GRADES.

Alabama has three production centers and many producers and utilization specialists. They are always developing experimental telecourse names. Take it from someone who knows what the classroom teacher in the big cities and little rural schools houses want---the facts.

To Alabama teachers, educational television is a teaching aid. They want to know exactly what each telecourse offers ahead of time as they haven't classroom time to predict what each telecourse will offer.

Q. Texas is experimenting with total teaching versus enrichment telecourses. What is the national trend?

Wilson: Georgia feels it depends on the purpose the telecourse is attempting to serve.

Wood: The question might be, "Shall classrooms exclusively use as printed media comprehensive textbooks or dittoed pamphlets?" Television is a tool which should be used as needed.

Floor: North Carolina is trying a 30 minute physical science telecourse. It opens each time with a few minutes of the lesson's basic concept. The concept is expanded about 20 minutes, then the program ends with a sophistication of mathematics. The telecourse's segment changes are identified for the teacher by a pre-arranged signal should she be interested only in certain areas.

Q: Basically, isn't educational television another audio-visual classroom aid?

Dunlop: Educational television has many differences. One being that the classroom teacher seldom is given opportunity to preview the telecourse.

Wilson: It is true television is another audio-visual aid, just as it is true that all of education's ills cannot be solved with it. If the teacher is worthwhile, television can be utilized as easily as any other audio-visual device. The secret of a practical teacher is how the classroom lesson is planned. If the teacher has a guide related to the telecourse, and if it is properly prepared, the classroom lesson can be interwoven around the telecourse without a preview.

Dunlop: If instruction can be properly benefited by film, television should not be used as a pipeline for the film to be fed into the classroom. Television has immediacy; by this nature, it is different.

Fox: As with everything in life, timing is the keynote. The classroom teacher has to stimulate her students to an eagerness for the telecourse; to remind them it only appears on that screen once. They must capture its message and take notes on it quickly.

Wood: There is a psychological advantage of children learning via educational television. Children enjoy watching television at home, and the teacher is accustomed to operating television at home. Therefore, there is no "strange experience" for either involved.

What amazes me is that every school has an audio-visual coordinator, yet few schools have a television coordinator. There are grade level chairmen, departmental chairmen, librarians, or off-ratio chairmen, but few schools have someone for disseminating educational television information to classrooms.

Hawaii is attempting to have audio-visual personnel in charge of educational television. Larger schools could have this person on the payroll full time; smaller schools could title the position as media coordinator, but it would be part time.

Q. Is educational television being used to instruct teachers how to use classroom television through the medium itself?

Flaharty: For seven years, one of our Connecticut institutions has taught several courses over television. Another college is wired for numerous types of electronic devices including a split screen in an amphitheater.

Floor: Often educational television administrators have an impression teachers will go home to follow an in-service telecourse. It is my impression these courses must be offered within the school day.

Franks: Either the teacher's in-school schedule will have to be arranged to allow in-service viewing time, or substitute teachers will have to be brought in while the teacher follows an in-service lesson.

Dunlop: Maine teachers have appealed for in-service training on how to effectively utilize instructional television and other new teaching aids. We are attempting to develop a tuition-free college credit course along this line in association with our State Department of Education. If we air it, we want it to be worthwhile. In my seven years of observing educational television in-service training programs, generally what I have seen offered little data by dull instructors who often stand at a blackboard.

Radio college courses, by the way, are included in our thinking.

Bear: It was impressive to visit Norwalk, Connecticut two years ago where students were dismissed at noon each Thursday to enable teachers to participate in an in-service project. The school administrators maintained this afternoon was the student's most profitable time because it kept the teacher's current on teaching data.

Floor: Maryland has used Title I, ESEA funds to pay teachers to take Saturday morning courses. Administrators express the project has been successful.

Q. Has any state attempted an eleven month pay scale with the eleventh month devoted exclusively to in-service work?

Mattheis: Rochester, Minnesota has this type of project. Ninety per cent of its staff signed for it.

Floor: Florida has experimented with a new elementary mathematics course on one of the university's campuses, and as part of its extension courses. The main part of the instruction was offered over television.

Floor: Our state has found the majority of the available national in-service programs are "sick."

Floor: We find nationally, available in-service series are poor. Several teachers have indicated in-service telecourses they have viewed have repelled their consideration of educational television use in the classrooms.

Fox: Delaware's experience is that nationally available series were recorded five or more years ago; hence, it contains outdated information, is of poor technical quality, and often consists of dull lecturers or panel discussions. What we would like to see are ten-minute teaching demonstrations or problem excerpts on a television program with a specialist who would spur questions for a discussion by the viewers. These questions would be led by a teacher at the school who could localize the televised situation. Using this type format, we are conducting an eight-week credit course which has resulted in favorable teacher reaction. By the Delaware State Department of Education offering credit to teachers who participate, one out of every twelve teachers has signed for it. In our state, when a teacher increases their education, their salary increases.

Floor: While West Virginia hasn't any educational television stations, commercial television and radio stations have aided our State Department of Education during the past four years by presenting an educational college credit course. It is a one-year course aired on Saturday mornings. One hundred teachers annually have gained credit; records indicate several thousand audit it.

Franks: May I repeat my appeal that "seed systems: be attempted. Television is an amalgamation of many kinds of audio-visual aids; yet it is a vehicle in itself; it has endless flexibilities. Education basically involves communications; television is one of the most powerful communication mediums yet to be introduced to education. This idea of sensory input is a fascinating thing, but do we have proper hold of it? If we concentrate our efforts on a "seed system," we can control our experiments and, perhaps, leapfrog intermediate steps, while at the same time provide the rest of our coverage with supplementary enrichment matter.

Mattheis: My personal concern is that whatever educational television does it is necessary that the classroom teacher be involved in it.

Franks: It is my opinion the classroom teacher should not be so much a subject matter specialist, but the next thing to a learning psychologist, a master teacher.

Floor: Today, in Ohio, it is possible for a student who is planning education as a career, attending a college or a school of education to be graduated without any exposure to television as a teaching tool.

It is one thing to demonstrate classroom benefits of television to those who have been teaching over the years, but we are not only concerned about them, but also about those students who are in school now learning to be teachers. We want to give them some reference to teaching with television.

There is a need for the observation of classroom situations by student-teachers; therefore, we are trying to provide good and bad situations that they need to see. We also plan to exchange these tapes between our schools.

Mattheis: This summer a professor at Carlton College in Minnesota received a grant from the USOE. With a video-tape bus, she is working with the head start classes in our state. She is video taping them for use in her classes as well as in future preparation programs.

Floor: It is our observation that teachers who had followed telecourses in their high school classrooms naturally fall into television classroom teaching.

Slater: Not being an educator but being one of those who is in the legislature and who feels that sufficient money should be appropriated to support education, educational television particularly, I think the opportunity is with you people for a public relations job. I don't think a satisfactory public relations effort has been exercised to explain to the general public how effective educational television is in the classroom. I think with a grand swell from the general public through a public relations venture would give impetus at the grass roots level for the people to want educational television in their schools. The general public is ignorant to the effectiveness of educational television. I think in the long run it can do more to save money for quality education than any other tool that has come along in education in many years.

Furthermore, I think that there must be premium teacher's salaries for teachers who are willing to instruct via educational television.

Q: Everyone talks of the efforts extended to encourage the classroom teacher to use educational television, but what efforts have been used to stimulate the administrators? When are the school administrators going to realize that educational television is a unique medium instead of attempting to force it to operate in a conventional classroom situation? Educators are attempting to insert it in a conventional classroom schedule. Television will not work effectively in a conventional schedule. An effort must be made to educate the educators to reorganize their conventional classroom schedules and thinking. It appears to me that the problems in education start at the administrative level. It should reorganize its time, budget and facilities to utilize this new medium. I would suggest a great deal of effort be leapfrogged into the laps of the state departments of education, the school board members, and the administration because this is where the administrative change has to be made.

Mattheis: I hope many here will not hope what you said will happen by osmosis, but will realize that this process will require direct action.

Floor: If the local administrator is not sold on educational television, this teaching tool is not going to be used in his school nor system. Florida has had 14 or 16 years where our school head was not committed to educational television. All the Florida educational television advances have been developed outside the State Department of Education. There's not even an educational television consultant in the Florida State Department of Education.

We now have a new chief state school officer who was a member of the first Florida Educational Television Commission, and who was a member of the task force that prepared the law for the legislature. We are looking forward to some support by the Florida State Department of Education.

Our situation in Florida is similar to that in Ohio in that many of the teachers who graduate in education in Florida are never exposed to educational television during their college training.

Floor: In my years of educational television experience in Idaho and elsewhere, I have been on many committees to select quality educational television productions for this or that purpose. When I was with ITL, we were asked to provide a block of programs to be used overseas. We were submitted 55 series. Of that number, we selected five, but we weren't proud of the five.

My question is how to satisfy the complaints of the quality of the product?

Mattheis: To have quality in educational television you have to involve a lot of people in your productions. It is summed in one word we hold dear in this country:"Competition."

Floor: The complaints which I have had in Tennessee about the quality of educational telecourses have come from teachers who have never seen teachers teach their grade level before. Many of them are familiar only with their own teaching methods. Educational television gives them their first chance to be critical of someone's instructional techniques. No one sees what goes on in their classroom!

STATE LEGISLATION ON EDUCATIONAL TELEVISION COMMITTEE REPORT

by

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State Department of Education
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(A Summary)

A report given by Mr. Shultz on a document prepared by him in conjunction with the National Association of Educational Television Broadcasters, Educational Television Services Division and State Educational Television Authorities.

The Committee's survey results as of May 10, 1966 indicate that there are thirty-five states and Puerto Rico with educational television legislation. Twenty-nine states have made educational television appropriations. Twenty-four states now have networks either authorized in operation or under construction. In addition, there are five states which have made appropriations for local assistance. Eight states have statutes empowering local districts to act and to spend funds in regard to educational television development. In five states, educational television legislation bills which were introduced were not passed.

INTERSTATE AND INTERAGENCY COOPERATION

Dr. Richard H. Bell
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(A Summary)

One area that is of concern to all of us in educational broadcasting is the matter of interconnection. National Educational Television is one of the leaders in developing an interconnected network of educational television stations. Already, there are about 45 educational television stations in the country interconnected to at least one other station, so there is already a fairly high degree of local interconnection. National Educational Television is planning by the fall of 1967 to have an interconnection running from New York City through the Midwest to Chicago, swinging through the South and back to Washington, with a leg going to Boston. Under these conditions, some 45 stations in the eastern part of the United States would be connected. This is an opportunity whereby state networks can be linked with other state networks for the various advantages this would provide. This obviously will require a high degree of cooperation and coordination among the various states and organizations that are involved in educational broadcasting.

STATE ETV LEGISLATION, COUNTRYWIDE

The State Educational Television Authorities Organization has recently conducted a survey on state legislation affecting Educational TV. Although some verification and completion of information is still to come in, the following summary reviews this legislation to date.

ALABAMA	Act No.81	1953	Creates Alabama Educational Television Commission (5 members; appropriates $500,000 for the biennium).
ALASKA			No legislation to date.
ARIZONA			No legislation to date.
ARKANSAS	S.B.No.349	1959	Creates a committee to study ETV (9 members).
	H.B.No.202	1961	Creates Arkansas Educational Television Commission (7 members).
	Act 435 of	1963	Establishes the ETV Commission's Broadcasting Facilities (Appropriates $63,500 for 1963-64 and $157,000 for 1964-65).
	Act 461 of	1963	Provides for the transfer of funds from the Arkansas Treasurer and appropriates $150,000 for Construction and Equipment.
	S.B.No.160	1963	Provides for and appropriates $16,100 for 1963-64 and the same amount for 1964-65 for special salaries, maintenance and general operation, and for social security and retirement matching funds.
	Act 321 of	1963	Appropriates any available Federal Funds so assigned from Public Law 87-447, for the construction and equipping of educational television facilities by the ETV Commission for the biennial period ending June 30, 1965 in the sum of $250,000.
	Act 493 of	1963	Revises the composition of the ETV Commission to now have 8 instead of 9 members. (1 member from each of the 8 Congressional Districts; one of which shall have been an educator).
	Act 338 of	1963	Appropriates $10,000 for each fiscal year of the 1961-63 biennium and provides modifications in the Act of 1961 relative to financing it.

	H.B.No.19	1965	Reappropriates up to $150,000 from funds still available from Act 461 of 1963 for constructing and equipping ETV facilities.
	Act 216 of	1965	Appropriates $400,000 of available Federal Funds under Public Law 87-447 and $300,000 from the Arkansas Construction Fund for construction and equipping of ETV facilities.
	Act 337 of	1965	Appropriates $351,910 for each of the fiscal years 1965-66 and 1966-67 for personal services and operating expenses of the ETV Commission and Station.
CALIFORNIA	A.B.No.2001	1961	Concerning state ADA support for ETV usage (died in committee).
	S.B.No.33	1961	Establishes State Television Advisory Committee and Office of State Television Coordinator, keyed to availability of funds under P.L. 87-447.
	S.B.No.1058	1961	Permits the trustees, on behalf of any state college, to contract for facilities, operation and provision of ETV.
	S.B.No.196	1961	Permits boards of school districts or the county superintendent of schools to participate in or procure television broadcasts from schools.
	S.B.No.1493	1961	To authorize State Board of Education to make recommendations to school districts on the use of ETV programs in schools (died in committee).
	A.B.No.1	1963	Establishes the California Arts Commission (15 members with broad representation of all fields of the performing arts, including ETV).
	A.B.No.9x	1963	Permits county superintendents to contract for television programs from ETV or commercial stations. Pilot program at San Bernardino County. Appropriates $30,000 per year for two years from the General Fund. Reimbursement provided at rate of $0.25 per pupil present and using instructional television during preceeding fiscal year. Program under State Department of Education.
	S.B.No.794	1963	To repeal S.B. No. 33 of 1961 (died in committee).

S.B.No.827	1963	To provide for public utility districts for television and translator station service (died in committee).
S.B.No.1169	1963	To authorize county superintendents to make agreements to furnish ETV services and to authorize uses of certain funds on a 2/3 district and 1/3 county basis. State apportionment would be on a $0.25 per ADA basis (died in committee).
A.B.No.2897	1965	To create a Bureau of Instructional Television with $100,000 appropriated to the Department of Education for administration (died in committee).
S.B.No.111	1965	To permit school districts to provide instruction by TV for adults, with budget provisions (died by pocket veto).
S.B.No.635	1965	Makes the pilot program for classroom instructional television permanent and allows school districts 50 cents, rather than 25 cents per pupil enrolled in such instructional TV classes during the preceding fiscal year, and limits the total allowances not to exceed one-half the total cost to the district of procuring television broadcasts.
S.B.No.661	1965	Eliminates provisions limiting moneys appropriated in amounts which Trustees of California State Colleges may expend on behalf of a state college for educational non-commercial television.
S.B.No.988	1965	Increases the membership of the Television Advisory Committee from five to seven, with additional members to be appointed by the Governor; one to be a representative of a county superintendent's office and nominated by the Superintendent of Public Instruction, and the other to be a representative of a junior college district involved in instructional television, and nominated by the State Board of Education.

CALIFORNIA cont'd

	S.B.No.1023	1965	To exempt personal property of educational stations from property taxation and to include all property of such stations, if otherwise qualified, within the welfare exemption from such taxes (died in committee).
COLORADO			No legislation to date.
CONNECTICUT	Spec.Act 328	1961	Authorizes issuance of bonds for a grant to the Connecticut Educational Corporation for development of ETV in the schools and colleges of Connecticut; said bonding not to exceed $200,000.
	Spec.Act 364 of	1963	Appropriates $200,000 to the State Department of Education for the purpchase of educational television programs.
	Public Act 425 of	1963	Defines and regulates the operation of "community antenna television systems".
	Spec.Act 245 of	1965	Authorizes bonds for extension of educational television to Bridgeport and Norwich, not to exceed $424,900.
	Spec.Act 284 of	1965	Appropriates ETV funds for period ending June 30, 1967: 1965-66 $175,000 1966-67 $225,000
DELAWARE	H.B.No.623 of	1964	Creates an ETV Board for the State and sets forth its duties and powers; and appropriates $1,325,000 for the fiscal year 1964-65: Capital Investment --- $425,000 Cable Network Rental - $500,000 Operation of Resource Center --------------- $400,000
FLORIDA	Chap.246,Fla.Statutes	1957	Creates the Florida Educational Television Commission and provides for control by the State Board of Education (7 members on Commission).

FLORIDA con't

	H.B.No.843	1963	Empowers County Boards to establish or acquire educational television systems and appropriates funds for a State Network: 1963-64 --- $320,820 1964-65 --- $123,340
GEORGIA	H.B.No.100	1964	Establishes that the State Board of Education shall serve as the State Educational Television Authority. (By amendment of Ga. Laws 1937, p. 864, as amended).
HAWAII	S.B.No.528	1963	Unsuccessful
	S.B.No.529	1963	Unsuccessful
	S.B.No.308	1965	Unsuccessful
	H.B.No.433	1965	Unsuccessful
	H.B.No.481	1965	Unsuccessful
	H.B.No.646	1965	Unsuccessful
	H.B.No.698	1965	Unsuccessful
	S.B.No.440	1965	Establishes ETV Facilities for the State by appropriation of $570,575 for planning, construction and equipping of facilities, and $251,457 for operations from the date the Act takes effect until June 30, 1966.
IDAHO		1963	Attempted legislation for a Network.
		1965	Attempted legislation for a Network.
ILLINOIS	S.B.No.685	1963	Network bill introduced but killed in committee.
	S.B.No.1085	1963	Study for a network authorized with an appropriation of $59,200.
	H.B.No.1129	1965	To authorize construction and operation of a network and appropriate $3,051,100 for first phase construction and operation (killed in committee).
	H.B.No.957	1965	Authorizes school boards to establish and operate ETV stations, to lease such facilities, and to acquire or produce and distribute instructional television programming.

	H.B.No.2244	1965	Authorizes Southern Illinois University to build an additional ETV Station at Olney, Illinois and appropriates $400,000 for same.
INDIANA	S.B.No.176	1959	Authorizes school corporations to join together to conduct educational television instruction and legalizes expenditures previously made for that purpose.
		1965	Bill concerning ETV and distribution of state funds to defray costs - Unsuccessful.
		1965	Concurrent Resolution to create a Commission to study ETV in the State - Unsuccessful.
IOWA		1951	Bill to establish a State ETV Authority (killed in committee).
		1965	Appropriation of $8,000 made to the State Board of Regents and to the State Board of Public Instruction (jointly $16,000 for ETV study).
KANSAS		1953	Bill to set up two ETV stations - Unsuccessful.
		1957	An ETV Bill (content not reported)- Unsuccessful.
		1959	Authorization and appropriation for a feasibility study on a state network.
		1961	Bill to implement the results of the study from the 1959 Bill - Unsuccessful.
		1963	Bill to set up an ETV Authority and to start construction of a network- Unsuccessful.
KENTUCKY	H.B.No.131	1962	Authorizes the State Board of Education to act in relation to ETV and authorizes funds.
	H.B.No.132	1962	Authorizes the State Property and Buildings Commission to expend funds for ETV buildings constructed by the Commission.
	H.B.No.133	1962	Creates the Kentucky Authority for Educational Television and empowers it to manage and operate the network.

KENTUCKY con't

	H.B.No.133	1966	The Governor's budget request, as passed by the Legislature, contained $359,000 for construction and operation of the network during the first biennium.
LOUISIANA			No legislation to date.
MAINE	H.B.No.1233 L.D.No.1698	1961	Provides for construction of an Educational Television Network and the issuance of not exceeding $1,500,000 in bonds for the financing thereof. Also, the appointment of a Committee on ETV with seven (7) members to advise the Trustees of the University of Maine, the operating agency for the network.
MARYLAND	S.B.No.24	1966	Passed in two versions and up for compromise on March 14, 1966 -- provides for development, operation, and maintenance of a system of state, regional, and local educational television facilities and programs by the State Department of Education; creates an advisory committee on ETV with 11 members to be appointed by the Governor (no appropriation listed).
MASSACHUSETTS			
	Chap.71 Para.13F Gen.Laws	1960	Establishes an Executive Committee for State ETV.
	Chap.69 Para. 1	1961	Designates State Board of Education as the ETV Authority.
MICHIGAN		1966	Proposal for a study on construction of an ETV Network to be submitted to the 1966 session of the Legislature by the State Department of Education.
MINNESOTA			No legislation to date.
MISSISSIPPI		1966	Two Senate Bills in process (content not reported).
MISSOURI	H.B.No.25	1965	Network Proposal - unsuccessful.
MONTANA			No legislation to date.

NEBRASKA	L.B.No.666	1963	Creates the State ETV fund to be used by the Nebraska ETV Commission to carry out the ETV Act - said Fund not to exceed $600,000.
	L.B.No.667	1963	Creates the Nebraska ETV Commission (9 members).
	L.B.No. 3	1965	Increases membership on the Nebraska ETV Commission from 9 to 13 and changes the composition thereof.
	L.B.No.889	1965	Departmental Appropriations Bill which includes reappropriation of unexpended funds from the State ETV Fund.
NEVADA			No legislation to date.
NEW HAMPSHIRE	J.R.No.19	1965	Appropriates $120,000 for 1965-66 $145,000 for 1966-67 to the expenses of Station WENH-TV at the University of New Hampshire and $30,000 for 1965-66 $30,000 for 1966-67 additional funds for the same purpose, providing that each of the above additional sums is matched by public subscriptions.
	S.B.No.59	1965	Appropriates $687,019 for: Construction of UHF stations at Littleton Hanover Berlin Keene six UHF translators a microwave link to Channel 2 in Boston, Massachusetts and for completion of studios at Station WENH-TV.
NEW JERSEY	Title 18 c.225	L. 1962	Authorizes boards of education to participate in the organization, operation and maintenance, and to utilize the services of a non-commercial, nonprofit, educational television station, or to contract for such services and to incur the expenses necessary therefor.

NEW MEXICO		1965	No legislative action to date, but the "Step" Commission was appointed by the Governor and designated as the State ETV Authority for the purpose of the Federal grant program, and charged with the responsibility of determining the best means for a statewide development of ETV.
NEW YORK		1960	An Act to empower the Regents of the State of New York to carry out certain activities related to television and other areas of audio-visual aid to schools; and empowering schools to share in state aid for installation and operation of broadcast or closed-circuit TV.
		1966	Proposed Amendment to authorize the Regents to make grants of money, materials, and equipment for the purpose of promoting the erection and use of educational television facilities by educational television corporations established pursuant to the provisions of Section 236 of the Education Law.
NORTH CAROLINA			
	S.B.No.645	1963	Appropriates $1,250,000 to the University of North Carolina for continuance of the University Station operation and new construction of ETV stations at Columbia, Lindville, Concord, and Ashville. (The University of North Carolina serves as the ETV Agency of the State).
	By Amendment to Appropriations Act.	1965	Appropriates $400,000 apportioned between the University of North Carolina and the State Board of Education for operation of the ETV system and for contract purposes by the N.C. Department of Public Instruction to provide for in-school programming.
NORTH DAKOTA			No legislation to date.

OHIO	Section 3317.16 of the Ohio Code	1955	Where an educational television corporation is operating under Sections 1702.05 to 1702.27, inclusive of the Ohio Revised Code, boards of education may pay such ETV foundations annually, or in quarterly installments, a sum of not to exceed one half of one cent on each one hundred dollars of the taxable property of their respective taxing districts as valued on the tax duplicate for the next year before the date of such payment. The first such payments may be made in the year 1955.
	Amen. to Sub. S.B.No.435	1959	Creates the Ohio Interim Educational Television Study Commission.
	Amended S.B.No.393	1961	Creates the Ohio Educational Television Network Commission and cites definitions and powers (9 members).
	S.B.No.148	1963	Repeals Section 3317.16 of the Code. Section 3317.17 now reads: A board of education may provide educational television courses and programs for any class or classes in the school district. Such courses and programs may be secured from nonprofit educational television corporations, organized under the laws of any state, and a board of education may pay membership fees and other fees and charges necessary in order to receive the programs, materials, and other educational services offered by such corporations.
	Amen.Sub. H.B.No.708	1963	Calculation of State Aid payments to districts with a tax levy of at least 10 mills where the district has used ETV courses.
	Amen.Sub. H.B.No.950	1963	Authorizes district boards to provide ETV programs, materials and services.

	Amended S.B.No.200	1965	Amends the membership of the Ohio ETV Network Commission to 11 members and names qualifications.
OKLAHOMA	H.B.No.1033	1953	Creates the Oklahoma ETV Authority.
		1955	Appropriates $50,000 per year for 1956 and 1957 fiscal years - total appropriation $100,000.
		1957	Appropriates $50,000 per year for 1958 and 1959 fiscal years - total appropriation $100,000.
		1959	Appropriates $50,000 per year for 1960 and 1961 fiscal years - total appropriation $100,000.
		1961	Appropriates $50,000 per year for 1962 and 1963 fiscal years - total appropriation $100,000.
		1963	Appropriates $100,000 per year for 1964 and 1965 fiscal years - total appropriation $200,000.
		1965	Appropriates $110,000 per year for 1966 and 1967 fiscal years - total appropriation $220,000.
		1965	Bond issue passed for new equipment and/or construction by the State ETV Authority in the sum of $250,000.
OREGON	Chapter 354 Laws of Oregon 1961	1961	Action relating to State Radio Stations, State Television Stations, Educational Television and Radio and functions of the State Board of Higher Education, the State Board of Education, and a 7-member Advisory Board to the State Department of Education.
PENNSYLVANIA	Act No.558	1961	Among other things, the Act provides for educational broadcasting and authorizes agreements relating thereto. No appropriation.
	Act No.498	1963	Creates the State Public School Building Authority and empowers it to construct, improve, maintain, and operate ETV broadcasting facilities and contracting for the same. No appropriation.

	Act No.499	1963	Empowers Boards of School Directors of any school district to enter into agreements relating to ETV.
	S.B.No.446	1965	Appropriates $950,000 to the Department of Public Instruction for ETV and Educational Radio.
	H.B.No.1135	1965	Appropriates $200,000 to the Department of Public Instruction for the use of the eight regional broadcasting councils which have been approved in accordance with the State Plan for Educational Broadcasting by the Department of Public Instruction.
RHODE ISLAND	Title 16, c.28 Sec. 1-6 of R.I. Gen. Laws	1955	Makes educational television services available to all the citizens of Rhode Island; sets powers of the State Board of Education relative thereto; prohibits commercials and political telecasts over ETV facilities, but authorizes educational programming; creates an ETV Advisory Commission with 20 members with a definition of its functions and duties; and provides for appropriation of a sufficient sum to carry out the purposes of the Act.
SOUTH CAROLINA	Title 19, c. 21 Sec. 60.1-4 of S.C. Code	1962	Creates a State ETV Commission with seven members. Relates to Advisory Committees Per Diem and Mileage Studies and Reports State Agencies to cooperate Contributions to the Commission.
SOUTH DAKOTA	S.B.No.39	1966	Appropriates $400,000 for land acquisition, construction and equipping of Phase 1 of a statewide educational television network, and

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			authorizes the planning and construction of additional phases for completion of said statewide ETV Network. The Act expands KUSD-TV at the University of South Dakota; establishes Channel 8 at the State University of South Dakota; and establishes Channel 9 at Rapid City, South Dakota.
TENNESSEE	S.B.No.516	1963	Authorizes and directs the State Board of Education to locate, establish, construct, and operate an educational television network, etc. No appropriation.
TEXAS	S.B.No.149	1965	Appropriates $500,000 for a reimbursement program for school districts electing to use ETV. The Act is effective for the 1965-66 school year on a limited basis. After the first year, the 75¢ per pupil applies on a matching fifty-fifty basis up to that level for State Aid.
UTAH	H.B.No.230	1953	To create the Utah Educational Television Commission, define its powers, and appropriate $250,000 to carry out the purposes of the Act - passed by the Legislature but vetoed by the Governor.
	Sec.13 of Appropriation Act	1959	Item 67 - To the State Board of Education for TV programs - $20,000. Item 117 - To the University of Utah $200,000 with power to allocate use of time to the Utah Education Television Foundation. The University Board may deny air time only if it would jeopardize the license.
	Sec.13 of the Appropriations Act	1961	Item 94 - To the State Board of Education for television programming - $18,000.

		Item 103 - To the University of Utah $229,585 for Station KUED.
S.B.No.259	1961	Appropriates $90,000 to the University of Utah for transmission facilities related to Station KUED, expenditure of which is contingent upon action by the Congress of the United States.
S.B.No.126	1961	Amends Section 11-2-7 of the Utah Code Ann. 1953, indirectly affecting ETV transmissions.
S.B.No.218	1961	Authorizes the State Board of Education and Coordinating Council on Higher Education to establish a Joint Committee on Educational Television and authorizes such Committee to accept and administer Federal grants for educational television.
Sec.13 of the Appropriations Act	1963	Item 91 - Appropriates $35,000 to the State Board of Education for television programs. Item 101 - Appropriates $364,000 to the University of Utah for Station KUED. Item 103 - Appropriates $42,000 to Utah State University for Station KUSU.
Sec.13 of the Appropriations Act	1965	Item 92 - Appropriates $78,000 to the State Board of Education for television programs. Item 101 - Appropriates $365,000 to the University of Utah for Station KUED. Item 103 - Appropriates $55,000 to Utah State University for Station KUSU.
Sec.18, H.B.No.251	1965	Appropriates $5,000 to the Utah Joint Committee on Educational Television.
S.B.No.154	1965	Appropriates $37,500 for operation of translators related to Station KUED.

VERMONT		1963	An Act to appropriate a sum of money to the University of Vermont and State Agricultural College for the construction and equipping of an educational television network for the State of Vermont and to authorize the issuance of bonds in the sum of $1,595,691. Unsuccessful.
		1965	Same as above for $2,334,329. Signed into law on March 10, 1966.
VIRGINIA	H.B.No.210	1962	Act creating State ETV Council and the State Plan for ETV. Separate ETV Facility Construction Fund is established - unspecified total.
		1964	Amendment to 1962 Act replacing para. 22-343 on funding.
		1964	Authorization of establishment and operation of ETV stations by the governing body of any county, city, or town individually or jointly.
WASHINGTON	Sub.H.B.No.36	1965	Establishes State ETV Commission to make recommendations to the Superintendent of Public Instruction. (16 members) No appropriation.
WEST VIRGINIA	H.B.No.132	1963	Act creating the West Virginia Educational Broadcasting Authority (9 members)
		1965	Appropriation for State ETV Authority (unstated amount-)
WISCONSIN			No legislation to date.
WYOMING			No legislation to date.

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PUERTO RICO	H.B.No.316 Act No.101	1961	Authorizes the Secretary of Education to carry out certain transactions in connection with public radio and television stations under his jurisdiction and sets up a special fund known as "Public Radio and Television Stations Trust Fund". No appropriation.
	H.B.No.172 Act No.47	1962	Repeals Act No. 50 of 1948 which set up the Public Broadcasting Commission and empowers the Secretary of Education to function on in relation to ETV.

INTERSTATE AND INTERAGENCY COOPERATION

Dr. Richard H. Bell
Director, Instructional Division
National Association of Educational Broadcasters
Washington, D. C.

(A Summary)

One area that is of concern to all of us in educational broadcasting is the matter of interconnection. National Educational Television is one of the leaders in developing an interconnected network of educational television stations. Already, there are about 45 educational television stations in the country interconnected to at least one other station, so there is already a fairly high degree of local interconnection. National Educational Television is planning by the fall of 1967 to have an interconnection running from New York City through the Midwest to Chicago, swinging through the South and back to Washington, with a leg going to Boston. Under these conditions, some 45 stations in the eastern part of the United States would be connected. This is an opportunity whereby state networks can be linked with other state networks for the various advantages this would provide. This obviously will require a high degree of cooperation and coordination among the various states and organizations that are involved in educational broadcasting.

Another developing form of cooperation is the matter of an interchange of programming. This has been going on through a variety of sources, such as national and regional tape libraries: the National Center for School and College Television, the Great Plains Regional Instructional Television Library, Eastern Educational Network and Midwest Program for Airborne Television Instruction. If these courses are to be of value, there has to be constant cooperation and coordination as to what is needed. It must be known what kind of programming is going to satisfy the various schools.

An investigation was made on this last year by the Great Plains Library on a cooperative production project. It included educators from twelve states, from New Mexico to Wisconsin. Three educators from each of these twelve states participated; however, most of them were curriculum experts. Many of them were from state departments of education. The question was raised, "Can states cooperatively produce courses, program materials and learning resources which could be used in other states?" Five years before when a similar type of survey on a national basis was made, there was only about 25 per cent willingness on the part of schools to accept material from outside. During this new study, there was a reversal; about 75 per cent of the schools were willing to use materials from outside sources, with two very wise provisos: that it fit their curriculum and that it be quality material. This Committee, working over a period of one-and-one-half years, came up with six program series on which they all agreed. Since that time, efforts are being made to obtain financing so that these six series can be developed.

In addition to exchanging program resources, there is a trend for educational institutions to try exchange of information; information in the sophisticated sense, such as an exchange of data and data transmittal. Recognizing this, many colleges and universities have organized to exchange in one way or another, the educational information that has to be transmitted rapidly and effectively for efficient operation in this modern society.

An NAEB project called the Educational Communications Systems Project is carrying on three pilots this year in different parts of the country to try to develop prototypes for interchange of information. A new group called EDUCOM is working along the same lines, particularly in terms of data transmittal. This is vital to any of those concerns whereby the state departments and other educational institutions will be working together.

One of the most interesting and recent instances of interstate cooperation is Terry Sanford's Governor's Compact where the governors of all the states have been getting together to take a look at what can be done by state departments working together for development of educational programs. Certainly one concern will be educational television.

The State Educational Television Authorities is now a part of NAEB. Using the organization of the NAEB, state authorities can exchange ideas for mutual benefit. These national groups, combined with regional education groups such as Southern Regional Education Board and Western Interstate Compact for Higher Education are beginning to provide the kind of interstate cooperation and coordination that is so vitally needed today. National organizations are also beginning to work more closely together. This is certainly true of the instructional division of the NAEB which finds itself profitably and correctly working closely with various aspects of the NEA, and the Division of Audio-Visual Instruction.

These organizations which have interests similar to those of the instructional division, namely the application of radio and television to the instructional process, are working with us particularly on our National Project for the Improvement of Televised Instruction.

We are not trying to duplicate things that DAVI is carrying on effectively now, such as in-service programs in the use of television in teacher education. They are not trying to provide the same kind of field consultant as we are. This is what is going to get us ahead in the long run.

All of this points out a few obvious implications of areas in which state departments of education should be interested. One certainly is in the area of programming. What kind of materials should be made available? This question has been raised recently, not just by the educational fraternity, not just by the tape libraries and the network, but also by the publishers and the producers of learning recources. You have all read about the merging of electronic companies and publishing houses. They are going rapidly now into the production of learning resources, whether it be print, television or film. They are asking questions for which we do not have a good answer. Perhaps the state departments are in a position to cast some light on their questions.

I would hope that you or somebody could help with another question. How do we reach the uneducated through educational television stations? This perhaps is peripheral to the primary interest of the state department, but I don't think so. We are becoming increasingly concerned with adult education, vocational retraining, with the poverty program, and etc. While we had this wonderful dream twelve years ago, while we were fighting for the reserve channels for education, we dreamed of a university of the people. Television reaching out and lifting the uneducated, providing them with education. Experience has shown since that there is only one thing wrong with that idea: The uneducated seldom watch an educational television station. I think it is one of our basic problems.

In terms of production, one basic question is often expressed in meetings. "Can a local school district really afford to do quality television production?" Some say what we need are some national centers who will produce and distribute this material. I don't think this is the answer. I think it poses a very real problem if we begin to think that local production cannot be done.

Finally, I think the airways are no respecters of state boundaries. Educational television in one state often is putting an excellent signal over into portions of another state. There is need for articulation and cooperation here; it might well be that the other state can make use of something originating from a neighboring state, but it is going to take some planning and cooperation to make this work effectively. Probably, the regional educational labs that are now being set up under the Elementary and Secondary Education Act are providing another area in which states are going to have to cooperate. I am sure they will work on, among other things, new techniques and how we can better use television for education. Here is another area where regional cooperation is essential. There should be an appropriate balance between local educational autonomy, the increased role of the Federal Government in education, and the role of the state department. The state department is in the middle of this; perhaps at the heart of the matter, and in a position to develop a real working relationship so that these three parts of our educational financing and control can be kept in balance.

State departments of education are being called upon to assume a new role of leadership. Federal legislation, public opinion, modern technology, "our shrinking world," all of these things are combining to place a responsibility and a challenge on state departments of education. The challenge is made even more difficult by people in educational television who would prefer not to work through the department. It is time that they realized that there is going to be a great necessity for very close cooperation between the entire educational radio and television fraternity and the state department of education.

STATUS OF FEDERAL EDUCATIONAL TELEVISION FACILITIES GRANT PROGRAM

Dr. John Bystrom
Assistant to the Under Secretary
U. S. Office of Health, Education, and Welfare
Washington, D. C.
(A Summary)

The number of educational television stations that the U. S. Office of Education expects to support under the Educational Facilities Act before the authorization expires is about 85 new stations. Of this group, approximately 50 are under construction or have been constructed. The Facilities Act provides for a 50-50 matching for educational broadcasting equipment. The Act defines the kind of equipment that can be supported. After reviewing some 50 applications, we figure it costs 2.2 dollars of local money for a dollar of Federal funds that are allowed.

With the passage of The Elementary and Secondary Education Act and the Higher Education Act, now closed-circuit and 2500mc systems are eligible on a 100 per cent basis. Superintendents are impressed that 100 per cent Federal funds are available for these systems.

The Educational Television Facilities Act was written to encourage statewide broadcast systems. At the time, it was consistent with the FCC policy to provide for sufficient stations to assure educational television coverage to everyone in the USA. Under the Act, there is a limitation of one million dollars to be distributed in any one state. This Act will fund the construction of a limited number of stations. My office expects the continuation of station development from state legislatures or local units. Some have expressed that it will be impossible to assure an educational television signal across the USA, and if so, the USCE should retreat a coverage desire for only major urban centers where there are sufficient people to warrant state or local funds to support educational television stations. Those who have suggested this propose that urban educational television open-circuit stations be concerned with public information and cultural programming and transfer the public school telecourses into the closed-circuit service. This attitude allies that educational television programming should meet the needs of the total community. The idea of total U. S. educational television coverage was expressed strongly by the U. S. Commissioner of Education's 1960-61 Advisory Committee after it studied educational television. It advised the Commissioner that the primary goal of the educational television legislative policy was to assure that at least one educational television signal would be available to all U. S. citizens. This plan has blossomed in the new FCC table of allocations which was finalized March 28 of this year. This table calls for one educational television signal to be available to all citizens, but an additional educational television channel be allocated to 40 major urban centers.

In urban areas the USOE sees the major educational television station as part of a regional network programming for general audiences. The second urban educational television station would program for special audiences, as municipal stations are now doing---that is providing training for nurses, policemen and firemen, for the workers in homes for aged, and so forth. The second station also could be sued to meet social requirements of the area. It could be programmed to meet requirements of small special audiences. The state or regional educational television network could be used to tie together general public health nurse training. It could be used to program for parents of retarded children. This might be a potential audience of only 3 per cent of the population. If one educational television station programmed to these parents, that 3 per cent is not significant, but over a statewide or regional network, it takes on real proportions. It is a controversy divided between those who feel that educational television will have to be confined to the major population centers and those who feel that educational television must consist of statewide or regional coverage.

All of this is significant because the Educational Television Facilities Act is near the end of its authorization. We have requested for fiscal year 1967, and have House approval for an amount of three million dollars. The reason for the limited request is that it will require new legislation to extend authorization of the Act. The USOE will have to understand the direction educational television is going before asking for new legislation.

Due to the Federal Budget organization in our 1968 request, we were forced to request nothing for grant funds. Unfortunately, that means there will be one year that we will have no grant funds available. It is also unfortunate from the standpoint of the states, that as of January of next year, when some 36 state legislatures meet, the state and local supporters of educational television will not be able to go to their state legislatures and say there will be federal funds available.

The original legislation was passed in order that the Federal Government would seed educational television stations around the country, then it planned to step out of the picture. But today we learn that operating educational television stations are concerned about new support funds because their equipment is aging. The IRS people will allow for a one-seventh depreciation each year, which suggests that the average life of educational television equipment is seven years. Due to technical changes, like color, the equipment actually depreciates faster. At any rate, there is nothing in existing Federal Legislation; no theory nor funds to provide for a continual replacement of equipment. The underlying of current thinking is that the Federal Government should not be involved in educational television broadcasting. This is expressed in a limited approach to the grants by a paragraph in the original legislation which says that no Federal officer shall in any way involve himself in the operation of a state. This has made if difficult in that any criteria we might set up to determine the eligibility for grants must take into consideration the character of the operation of the educational television system because the legislation says that these facilities must be used for the greatest number of people over the widest area and for the broadest educational purpose.

Recently we were faced with a problem when a college requested funds for a proposed educational television station. It would be a campus station, devised to provide occasional materials for its own enrollees. This kind of station clearly would not provide for the broadest educational needs of the community. In this case, we cautioned the applicant to broaden its program application.

Our office notes a growth in statewide systems. During the last year, the State of Vermont passed legislation which assures it of a statewide system; Connecticut has done likewise; Kentucky has passed legislation this year assuring an extensive educational television system which is to be supplemented both by the Educational Television Facilities Act and by Appalachian Funds. As a footnote, I remind you that under the Appalachian Program, it is possible for qualifying states to be given an additional 30 per cent Federal funds, so that a total of 80 per cent Federal support is available for equipment.

The USOE has not proceeded with extending the educational television legislation due to the Carnegie Commission on Educational Television Development. This Commission was funded by a grant from the Carnegie Foundation just before John Gardner came to the Department of Health, Education and Welfare. In him, we have a secretary who knows the opportunities which technology provides for the development of education. The Carnegie Commission includes members like Dr. Conant and Oveta Culp Hobby. It is the USOE's hope that it will issue a report that will reinforce the role of educational television in our society. It is my understanding that the Commission does not expect to report until next year.

USOE has found that educational television administrators think educational television needs a mixed funding; that they do not want the funds coming into this system from any single source; that these funds should be coming from a variety of sources; and that there should be a variety of decisions involved in this funding.

Last year the USOE began making a study of the possible needs in the area of educational television facilities funding. We received the views of the leading associations in the field and devised a listing of possible areas of amendments. First of all, to really expand educational television, it appears that almost everyone agrees that there would have to be an increase in the Federal authorization and that means consideration of the basic philosophy on which the Federal Government has operated up to this time. Any increase in the authorization brings up the question whether we now have a seeding program or a continuing equipment support program. A second line of thought is that the Federal share for equipment has to be increased either in terms of percentage of the Federal share or by including cost items which are not now includable. The figures most often suggested are a 75-25 or an 80-20 figure. But, we sense that even within the educational television community, there exists the feeling that the state or local operators should provide some support; the real question is whether or not the Federal share is truly 50 per cent of the actual cost. A third possibility is the removal of a 25 per cent credit provision which is allowed for equipment. It is possible under the existing legislation to receive an additional 25 per cent based on a previous investment in educational television equipment by the local operator. A fourth area is a concern for educational radio.

Commercial broadcasters have been a service to educational television. We all know why commercial television operators have assisted educational television stations in their initial developments. First, it clearly helps the image of the commercial operator in his locality. Second, he can gain certain tax benefits. Third, the educator ties a channel. These are practical reasons commercial operators aid educational television development. Another benefit of this aid is that in sparcely populated areas it is the commercial operator who has the expertise to assist local educational television stations to start.

Based on the feeling that educational television facilities could be used for more purposes, there has been proposed that there be funds allowed for mid-career training of public officers.

One of educational television's problems is when you offer your facilities to a vocational rehabilitation administrator, he asks, "What can this do for me?" A Commissioner of Welfare, while he has control over funds for skilled training, may not know how communication technology can assist him; nor might the Director of Public Health who controls funds which are increasing every year to inform the community of ways to increase life expectancy. The President's Commission on the Killer Diseases---cancer, heart disease and stroke---recommends that a substantial number of dollars be put into public information programs so that people could be informed on habits which will better assure their continued survival. This idea has a basic appeal for the taxpayer. If there is a reduction for the demand for certain types of social services, we have gained tax dollars from this kind of public information. This is why a statewide network has an important role to play.

Another possibility is a grant fund provided, on application, to institutions of higher education that attempt to train educational communications personnel. There is a good deal of dissatisfaction with existing programs in this area because they are directed to the training of commercial broadcasters. The USOE believes we can encourage departments of radio and television, communication and speech to begin to take the area of educational television seriously. There is no question that at the present time there is a severe manpower shortage in this area.

I would like to bring to your attention the possibility of providing support for tele-communications planning. Applicants eligible would be the states, municipalities, metropolitan districts or regional compact agencies. Educational broadcasting cannot be considered in a vacuum, particularly in sparcely populated areas with limited funds. The television station has to be part of a broad communication startegy which includes not only education but the other public services as well. We know that in some states there has been interest in capitalizing on the investments already made in state police radio systems. This kind of planning might lead to a study of communication needs of that state and a determination of kinds of facilities that would be needed over a ten year development period. This concept would not limit planning to television, but would include all types of communications.

Here is a final proposal for you to consider. It approaches the problem of continuing operations by using either one of the existing material distribution services, or perhaps developing a new service of non-instructional materials which would be placed in reserve or in the library by audio-visual centers and educational broadcast stations. These materials then would be borrowed by operating stations. If one station wanted to use a 13 week program series that had been prepared by another, it would contact the library. These materials would be supplied to them and they would certify that they had used them. The materials would then be returned and upon their return, a check would be mailed to the producer of the programs, perhaps at a $30 rental for a thirty minute program. The rental would come from appropriated funds. This would mean that a station producing a program in demand by a hundred educational television stations and had a series lasting 13 weeks could receive an income of nearly $50,000. The decision remains in the hands of the local station manager, both with regard to use and the creation of the program. The arguments for this are that it increases the creativity of our stations. It enhances the role of the successful producer because a man who can produce a series of shows that may return to the station $100,000 to $200,000 a year is a man in demand. Currently, in our educational television setting we are quite conscious of the need for good managers and of the need for good engineers, but our creative people do not enjoy the kind of role that they should have and, in my opinion, this is one reason why we sometimes receive the complaint that our programming is not as effective as our commercial brothers.

These ideas do not reflect the position of the U. S. Department of Health, Education and Welfare nor do they reflect the position of anyone in Congress. They do represent a kind of consensus that has developed in the field.

The following two addresses were delivered to the Conference via a telephone "conference call" arrangement after the luncheon on May 12, 1966.

THE CONFERENCE AND THE U. S. OFFICE OF EDUCATION

Dr. Robert Hopper
Director of Division of State Agency Cooperation
Bureau of Elementary and Secondary Education
United States Office of Education
Washington, D. C.
(A Summary)

All of you share the concern that each state continue to benefit in opportunities for educational leadership that are unlimited today. Title V of the 1965 Elementary and Secondary Education Act provides to enlarge the capacities of state educational agencies. The state departments of education should be able to achieve a level of educational excellency that our Nation desires us to develop. Under Title V funds, the states have developed over 400 projects, staffed by more than 1,000 professional positions, all of these of leadership capacity. Most significant of these projects is the provision for long-term planning in the research and evaluation services, and the increasing technical support for school instructional programs. By these meetings, the USOE has sought to provide opportunities for state leaders to review and discuss educational programs which appear to have attained a reasonably advanced level of maturity. Thus, you are analyzing the current national status of educational television. Our office trusts that this Conference will cause some states which are in the developmental process of educational television to avoid the problems and pitfalls which have occurred in other states.

As the result of this meeting, all who are in attendance should be able to exercise greater leadership, not only in educational television but other areas as well. When you return home, I suggest you gather the representatives in your state who have been attending other workshops to pool your leadership efforts and to develop stronger educational opportunities for your state. Through these workshops, your state should gain a reservoir of new ideas. Your role, then, is to mobilize these representatives for action to support new and expanded activities.

THE U. S. OFFICE OF EDUCATION AND EDUCATIONAL TELEVISION

Mr. Harold Howe, II
Commissioner of Education
United States Office of Education
Washington, D. C.

(A Summary)

Educational television has only begun to tap available resources. Handicaps which have prevented educational television from using available resources can be overcome. One major handicap of its in-school use is that of scheduling the telecourses by the schools. As a former school principal and a superintendent, I found this scheduling an annoying matter. However, within the technology of closed-circuit television, and particularly within the technology which allows a school to have its own video-tape recording and playback facilities, a school could conceivably control its own television utilization schedule.

It seems one educational television weakness is in the realm of quality programming. It takes money, time, and carefully trained people to present quality programming over television. The USOE believes that it should move in the direction of providing to educational television the resources for quality programming, just as we now provide means for improving the technical resources.

You who are engaged in educational television need to achieve a network where schools can share each others strength. Our office is thinking along the line of the affairs of colleges and universities. In Title III of the Higher Education Act, means are provided to develop the potential strength of colleges which have not yet developed into strong institutions. One of the ways in which we might enhance and amend that Act in the future would be to help to build educational television networks which would interconnect the smaller and less resourceful institutions with the larger, better financed and more resourceful institutions. What is now occurring at many of the universities is that they are developing a closed-circuit arrangement for its campus utilization. Seldom do the universities reach out to other colleges nor to the school systems within their state.

While I'm talking about higher education, let me comment on the opportunity educational television offers for teacher training. Television is a means by which the teacher can see himself teach. You may be familiar with a project offered by the Associated Colleges of the Middle West which permits the individual teacher an opportunity of teaching in both urban and rural classrooms. While doing so, video tapes are made of their teaching. The student later can see himself doing the work for which he is preparing. This allows him to indulge in self-criticism by engaging in discussion about their training with fellow students. This is an opportunity to see yourself as others see you which seldom has been available to student teachers. It seems to be an essence of the good teacher training process. I would vote for a vast expansion of this type of television in teacher training.

Finally, educational television can provide schools and colleges with a preservation of excellence. Time was when the famous lecturer in college spent his life in lecturing on the life of Browning; when he died that was the end of his masterful technique of teaching. Today, his lecture can be preserved for future students. The real authority in a field can be available to people for generations past his death; available to those who would never otherwise experience his excellence.

I am delighted that this office has been able to be of help in bringing you people together for the Conference.

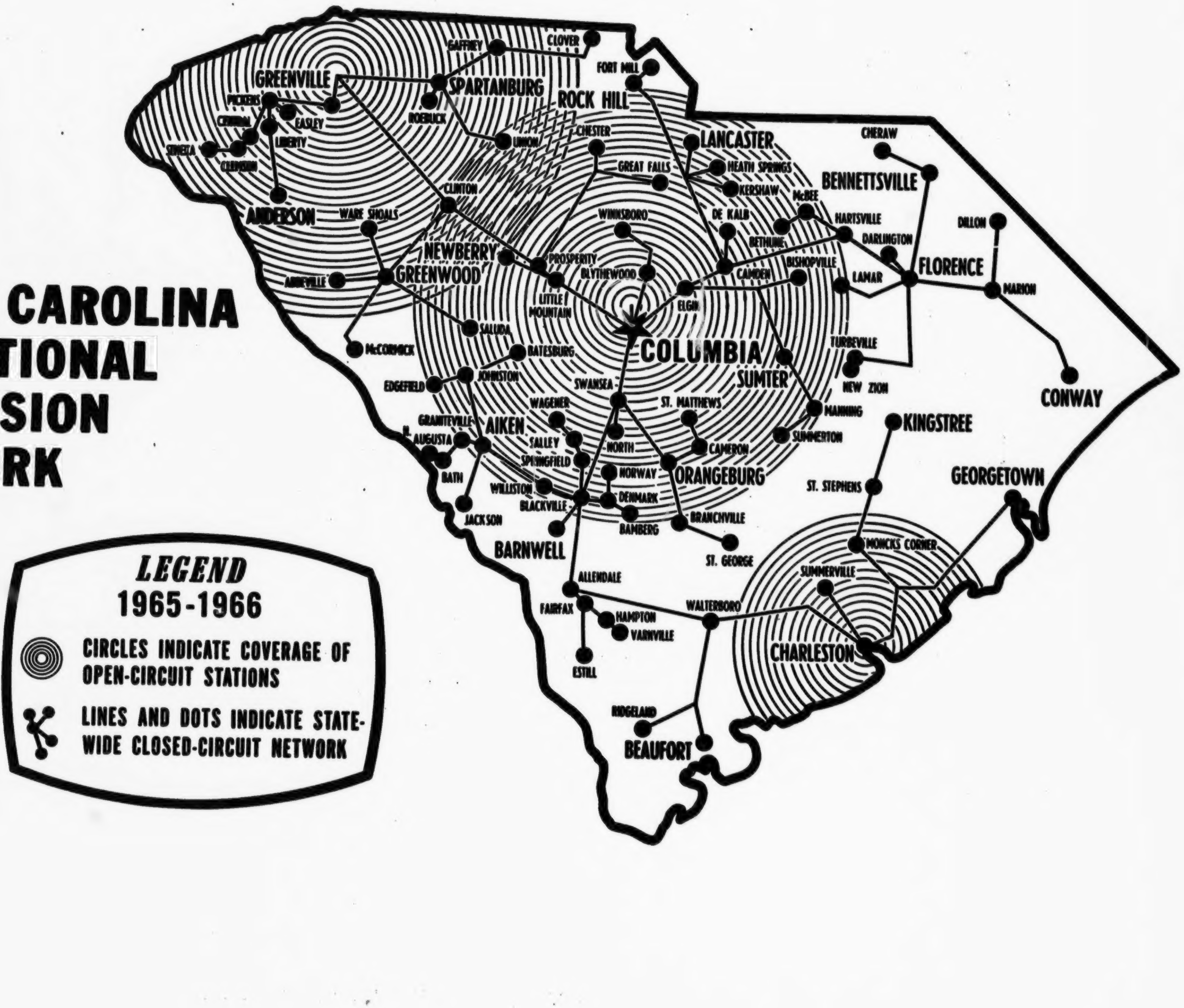
EVENING SESSION

One evening of the three day Conference was made available to the conferees to preview available rental telecourses or to schedule personal interviews with consultants.

The telecourse preview session was arranged through the Georgia State Department of Education's Educational Television Services remote video-tape facilities. Shown were excerpts from 16 representative examples of telecourses created for grade levels 1 - 6 as produced by and are available from the Great Plains Instructional Television Library, the Midwest Program on Airborne Television Instruction, and the National Center for School and College Television.

Consultants for this evening session were electronic manufacturer's representatives who were invited to the Conference solely to answer participants questions on new trends and types of equipment designed for educational broadcasting. The manufacutrers paid all of their expenses for these representatives. Exhibits nor distribution of advertising literature was permitted as part of the meeting.

THE SOUTH CAROLINA EDUCATIONAL TELEVISION NETWORK


GREENVILLE
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ROCK HILL
UNION
CHESTER
GREAT FALLS
LANCASTER
HEATH SPRINGS
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CHERAW
BENNETTSVILLE
McBEE
HARTSVILLE
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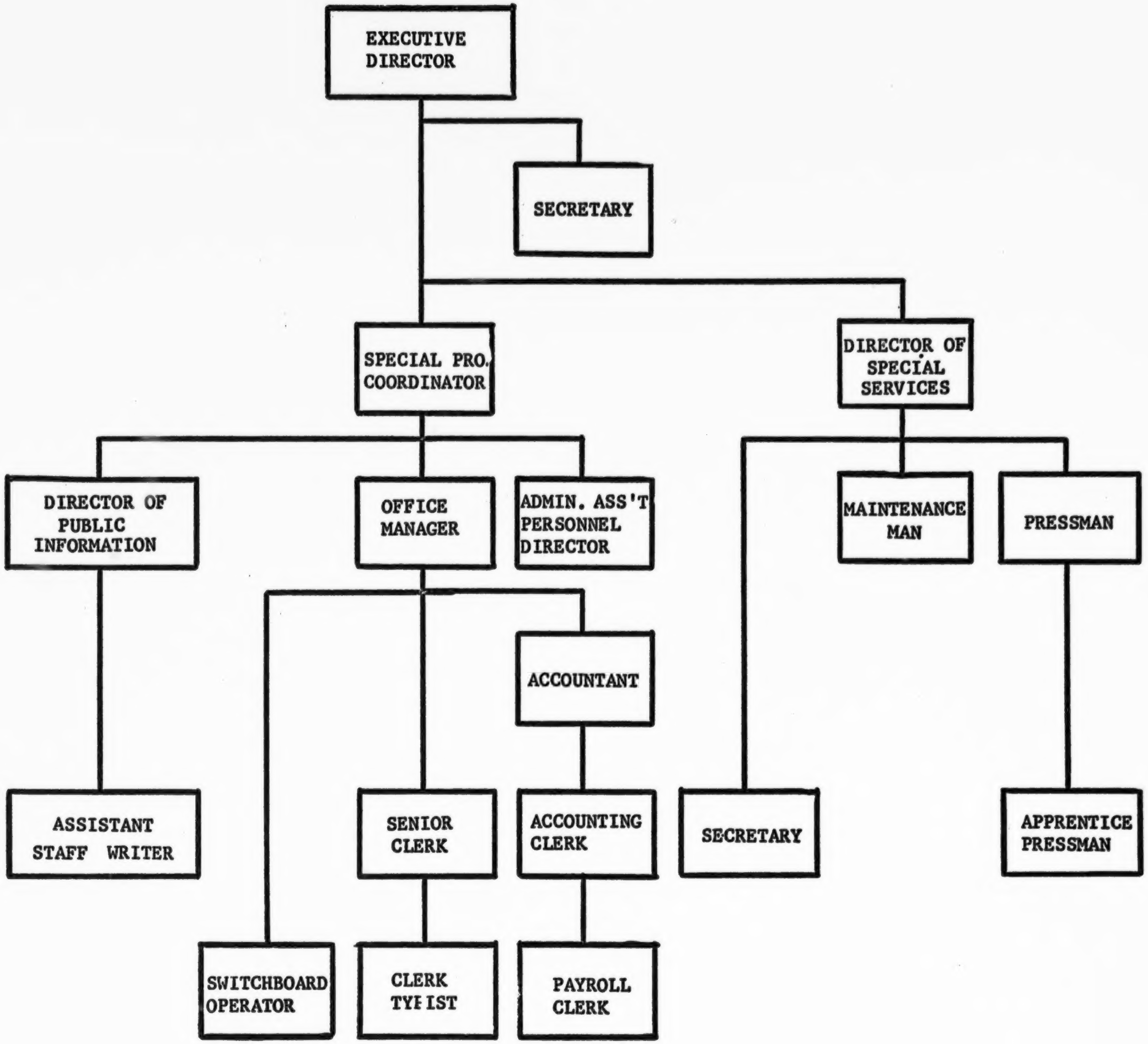
CAMDEN
ELGIN
WINNSBORO
BLYTHEWOOD
CLINTON
ANDERSON
WARE SHOALS
NEWBERRY
PROSPERITY
GREENWOOD
ABBEVILLE
LITTLE MOUNTAIN
SALUDA
McCORMICK
BATESBURG
JOHNSTON
EDGEFIELD
COLUMBIA
SUMTER
TURBEVILLE
NEW ZION
CONWAY
SWANSEA
WAGENER
ST. MATTHEWS
MANNING
SUMMERTON
KINGSTREE
GRANITEVILLE
N. AUGUSTA
AIKEN
SALLEY
NORTH
CAMERON
SPRINGFIELD
NORWAY
ORANGEBURG
BATH
WILLISTON
DENMARK
BLACKVILLE
JACKSON
BAMBERG
BRANCHVILLE
ST. STEPHENS
GEORGETOWN
BARNWELL
ST. GEORGE
MONCKS CORNER
SUMMERVILLE
ALLENDALE
FAIRFAX
HAMPTON
VARNVILLE
WALTERBORO
ESTILL
CHARLESTON
RIDGELAND
BEAUFORT

LEGEND
1965-1966

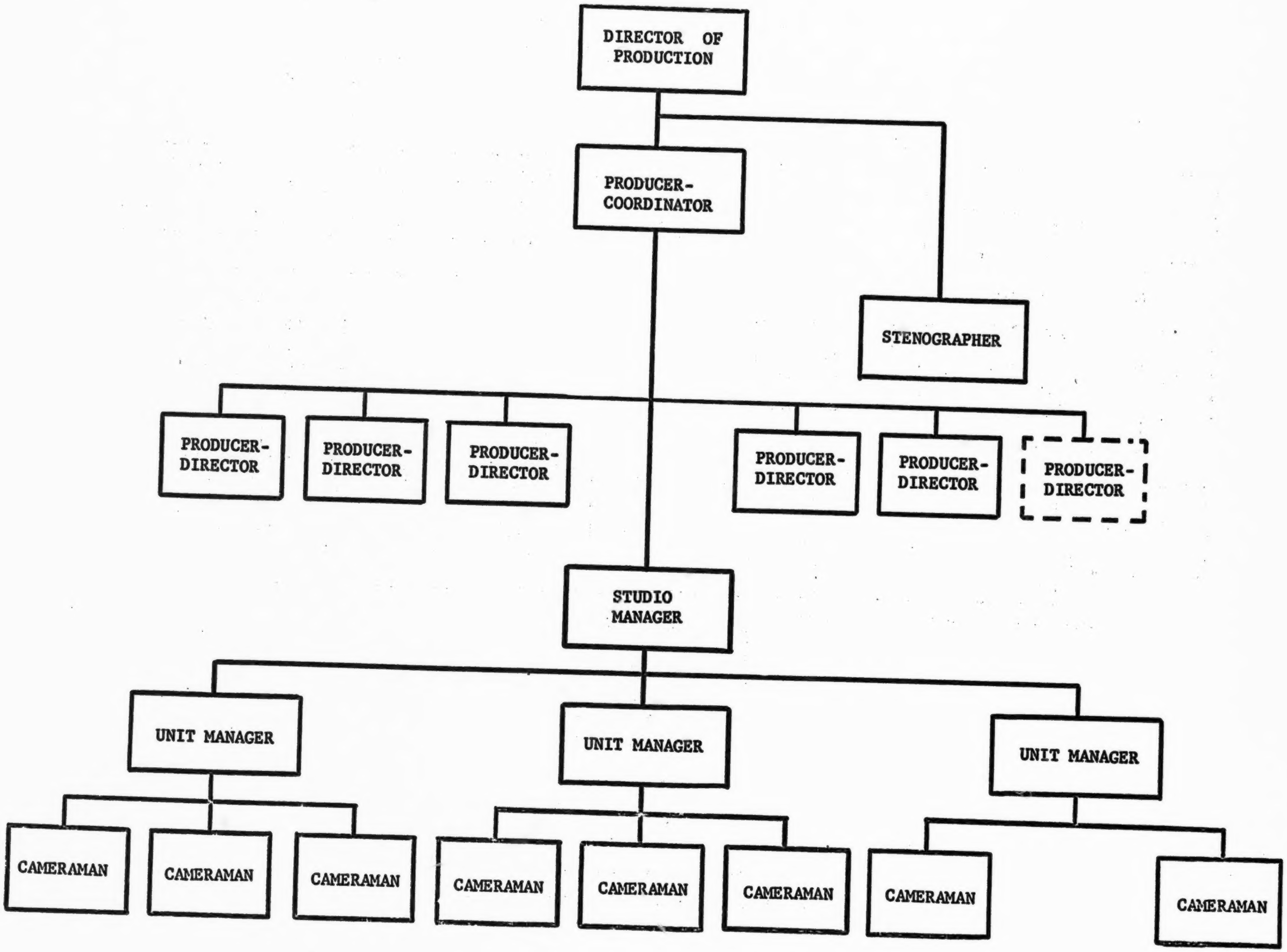
◎ CIRCLES INDICATE COVERAGE OF OPEN-CIRCUIT STATIONS

● LINES AND DOTS INDICATE STATE-WIDE CLOSED-CIRCUIT NETWORK

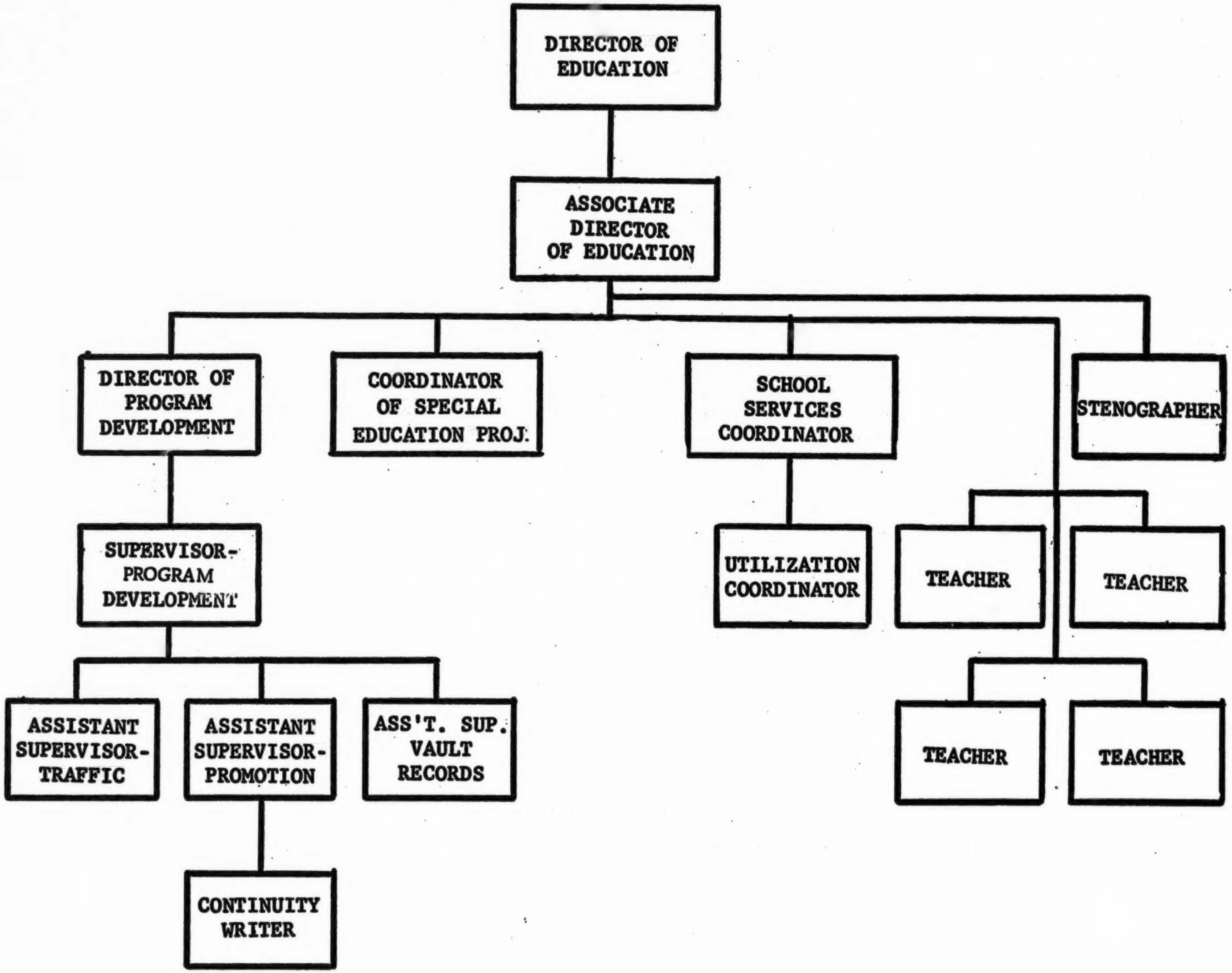
SOUTH CAROLINA ETV NETWORK


EXECUTIVE DIRECTOR
SECRETARY
SPECIAL PRO. COORDINATOR
DIRECTOR OF SPECIAL SERVICES
DIRECTOR OF PUBLIC INFORMATION
OFFICE MANAGER
ADMIN. ASS'T PERSONNEL DIRECTOR
MAINTENANCE MAN
PRESSMAN
ACCOUNTANT
ASSISTANT STAFF WRITER
SENIOR CLERK
ACCOUNTING CLERK
SECRETARY
APPRENTICE PRESSMAN
SWITCHBOARD OPERATOR
CLERK TYPIST
PAYROLL CLERK

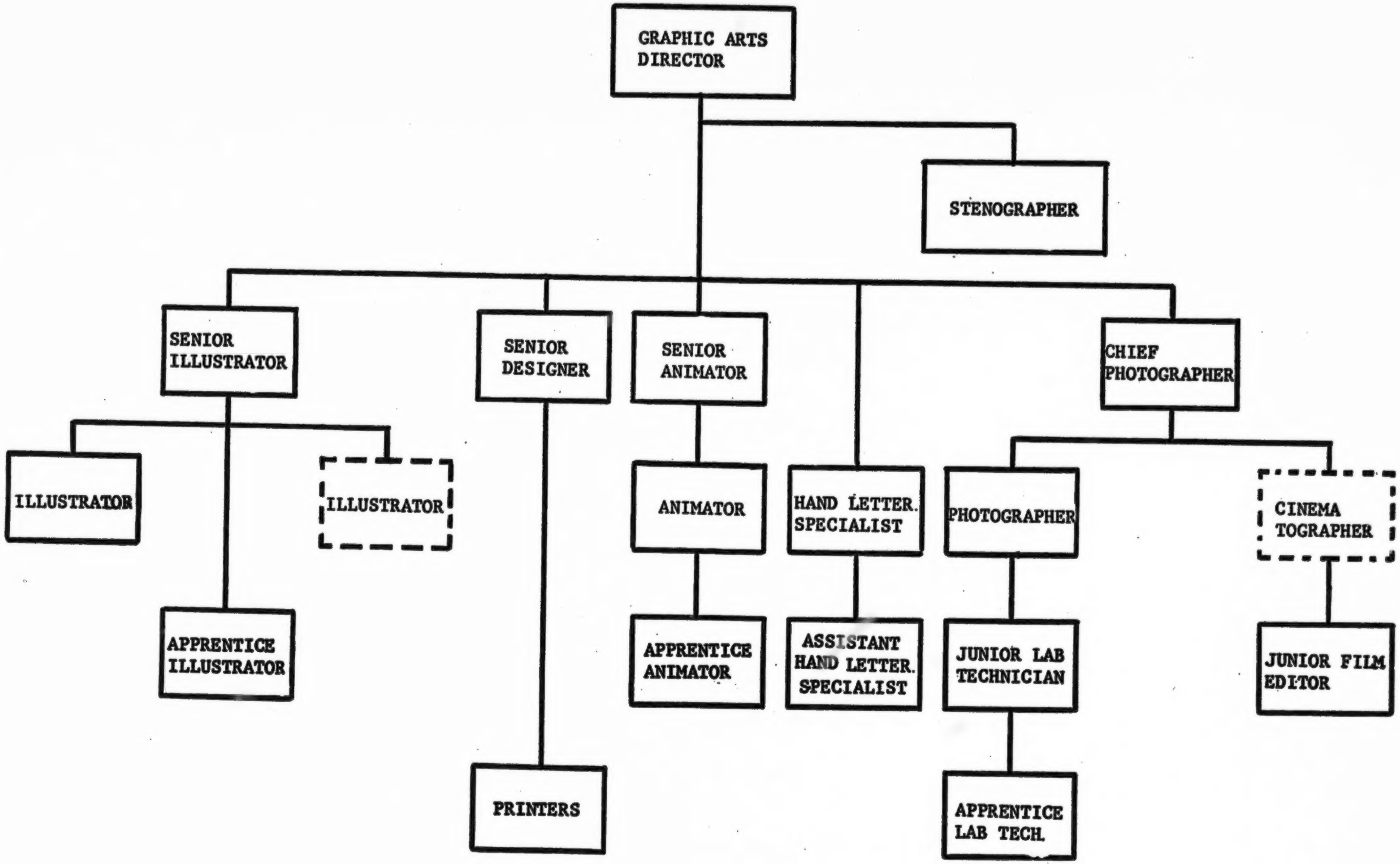
SOUTH CAROLINA ETV NETWORK


DIRECTOR OF PRODUCTION
PRODUCER-COORDINATOR
STENOGRAPHER
PRODUCER-DIRECTOR
PRODUCER-DIRECTOR
PRODUCER-DIRECTOR
PRODUCER-DIRECTOR
PRODUCER-DIRECTOR
PRODUCER-DIRECTOR
STUDIO MANAGER
UNIT MANAGER
UNIT MANAGER
UNIT MANAGER
CAMERAMAN
CAMERAMAN
CAMERAMAN
CAMERAMAN
CAMERAMAN
CAMERAMAN
CAMERAMAN
CAMERAMAN

SOUTH CAROLINA ETV NETWORK


DIRECTOR OF EDUCATION
ASSOCIATE DIRECTOR OF EDUCATION
DIRECTOR OF PROGRAM DEVELOPMENT
COORDINATOR OF SPECIAL EDUCATION PROJ.
SCHOOL SERVICES COORDINATOR
STENOGRAPHER
SUPERVISOR-PROGRAM DEVELOPMENT
UTILIZATION COORDINATOR
TEACHER
TEACHER
TEACHER
TEACHER
ASSISTANT SUPERVISOR-TRAFFIC
ASSISTANT SUPERVISOR-PROMOTION
ASS'T. SUP. VAULT RECORDS
CONTINUITY WRITER

SOUTH CAROLINA ETV NETWORK


GRAPHIC ARTS DIRECTOR
STENOGRAPHER
SENIOR ILLUSTRATOR
SENIOR DESIGNER
SENIOR ANIMATOR
CHIEF PHOTOGRAPHER
ILLUSTRATOR
ILLUSTRATOR
ANIMATOR
HAND LETTER. SPECIALIST
PHOTOGRAPHER
CINEMA TOGRAPHER
APPRENTICE ILLUSTRATOR
APPRENTICE ANIMATOR
ASSISTANT HAND LETTER. SPECIALIST
JUNIOR LAB TECHNICIAN
JUNIOR FILM EDITOR
PRINTERS
APPRENTICE LAB TECH.

SOUTH CAROLINA ETV NETWORK

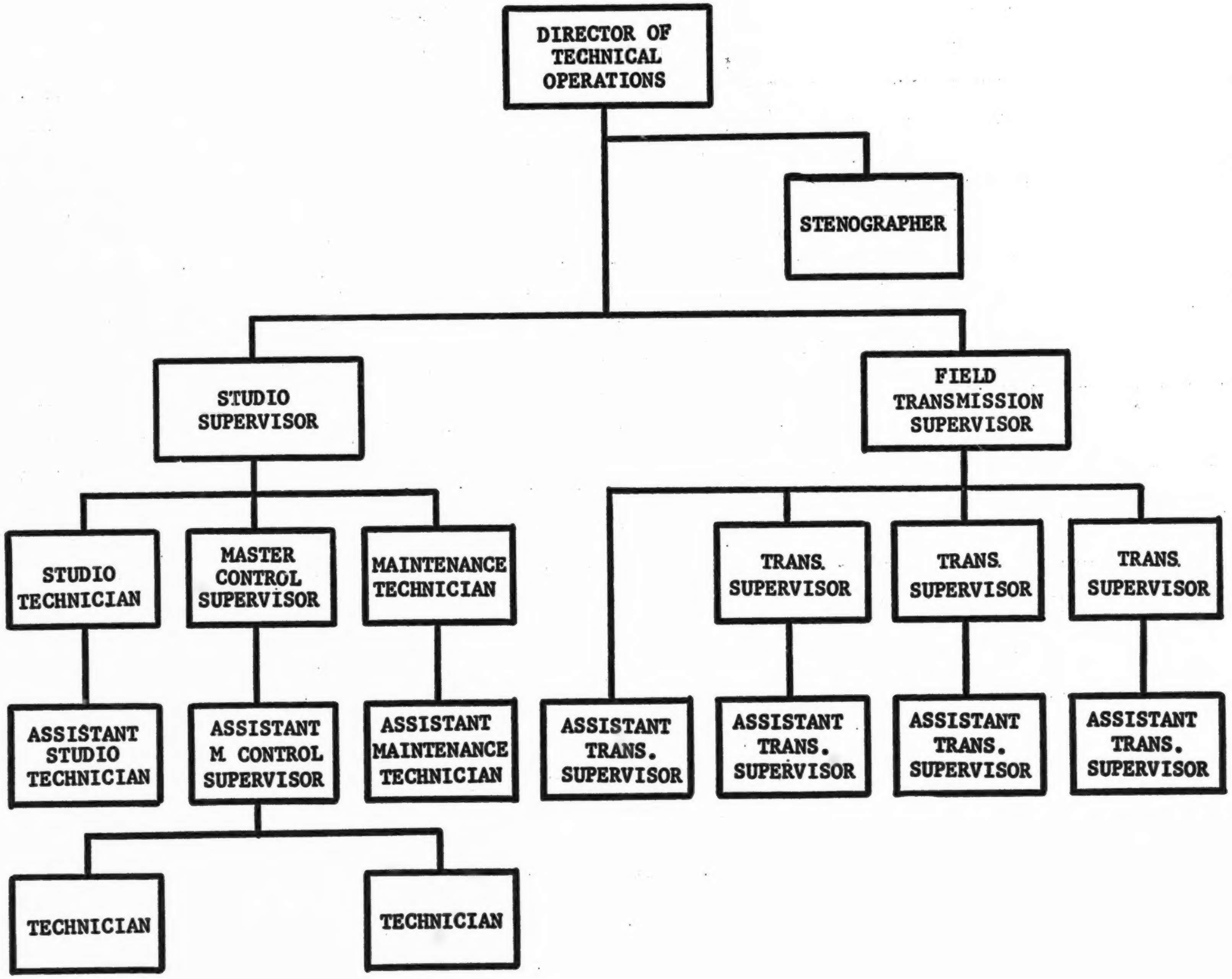

DIRECTOR OF TECHNICAL OPERATIONS
STENOGRAPHER
STUDIO SUPERVISOR
FIELD TRANSMISSION SUPERVISOR
STUDIO TECHNICIAN
MASTER CONTROL SUPERVISOR
MAINTENANCE TECHNICIAN
TRANS. SUPERVISOR
TRANS. SUPERVISOR
TRANS. SUPERVISOR
ASSISTANT STUDIO TECHNICIAN
ASSISTANT M. CONTROL SUPERVISOR
ASSISTANT MAINTENANCE TECHNICIAN
ASSISTANT TRANS. SUPERVISOR
ASSISTANT TRANS. SUPERVISOR
ASSISTANT TRANS. SUPERVISOR
ASSISTANT TRANS. SUPERVISOR
TECHNICIAN
TECHNICIAN

CHART 7

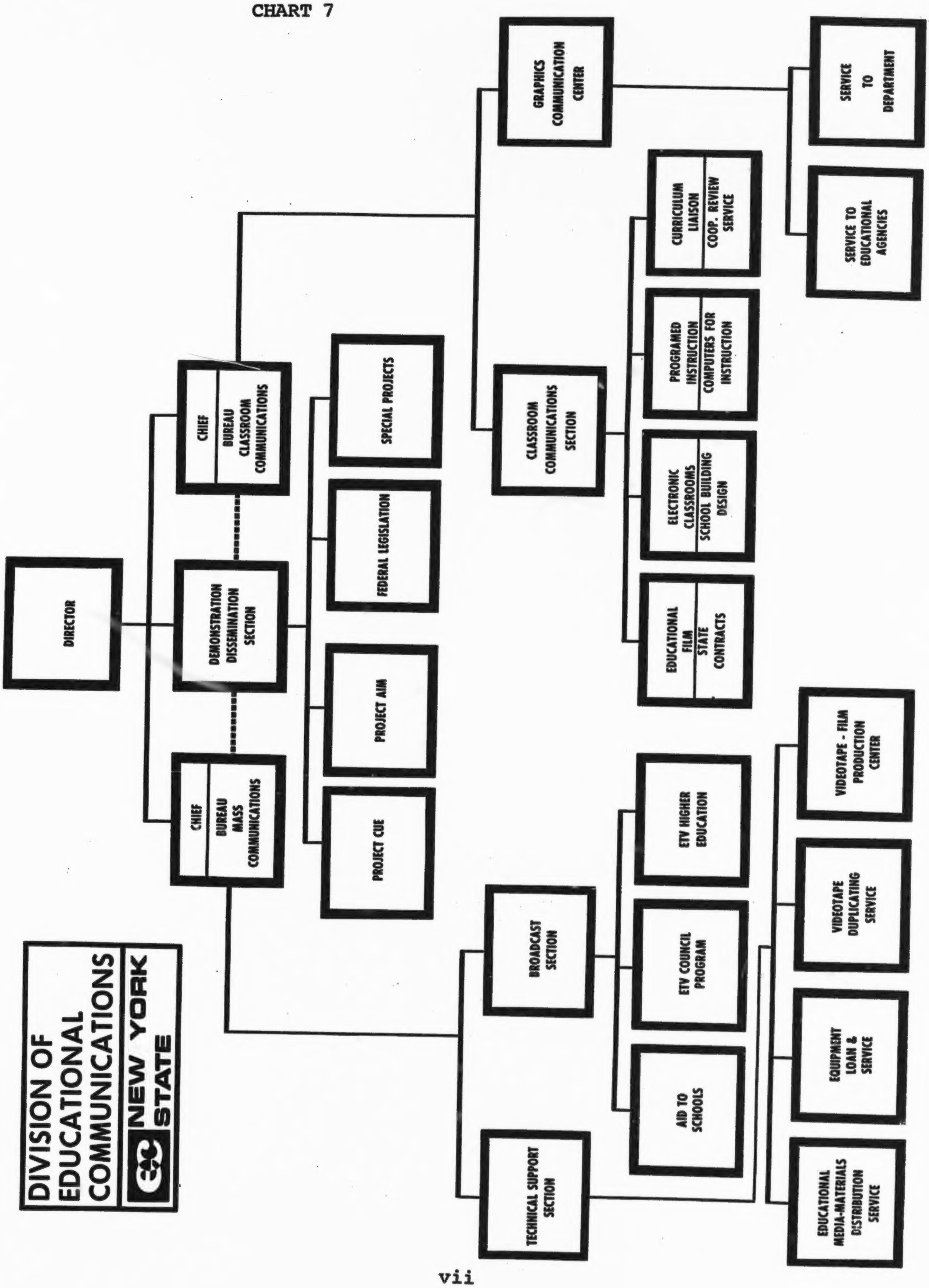
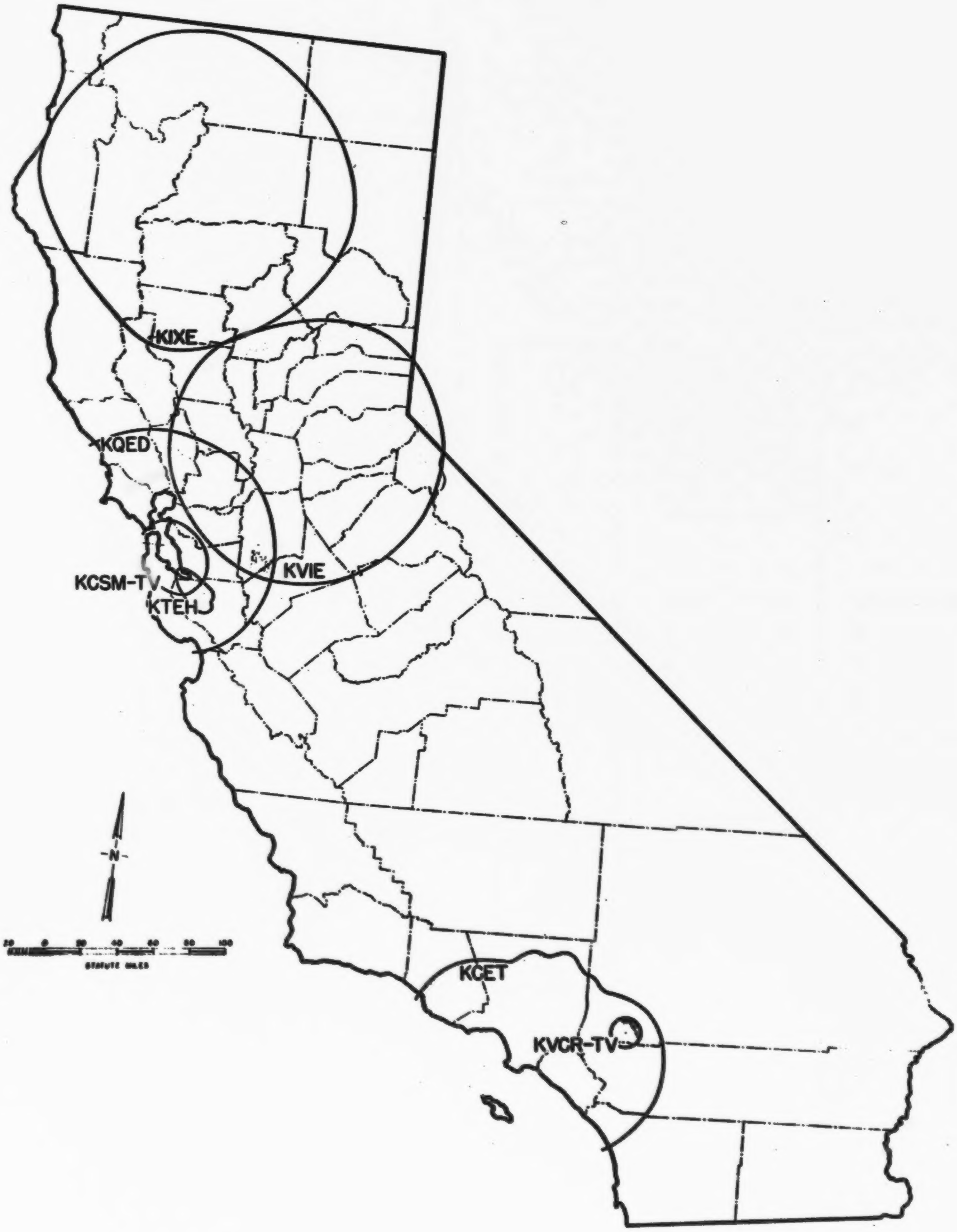

DIVISION OF EDUCATIONAL COMMUNICATIONS
NEW YORK STATE
DIRECTOR
CHIEF
BUREAU MASS COMMUNICATIONS
DEMONSTRATION DISSEMINATION SECTION
CHIEF
BUREAU CLASSROOM COMMUNICATIONS
PROJECT CUE
PROJECT AIM
FEDERAL LEGISLATION
SPECIAL PROJECTS
TECHNICAL SUPPORT SECTION
BROADCAST SECTION
CLASSROOM COMMUNICATIONS SECTION
GRAPHICS COMMUNICATION CENTER
AID TO SCHOOLS
ETV COUNCIL PROGRAM
ETV HIGHER EDUCATION
EDUCATIONAL FILM
STATE CONTRACTS
ELECTRONIC CLASSROOMS
SCHOOL BUILDING DESIGN
PROGRAMED INSTRUCTION
COMPUTERS FOR INSTRUCTION
CURRICULUM LIAISON
COOP. REVIEW SERVICE
EDUCATIONAL MEDIA-MATERIALS DISTRIBUTION SERVICE
EQUIPMENT LOAN & SERVICE
VIDEOTAPE DUPLICATING SERVICE
VIDEOTAPE - FILM PRODUCTION CENTER
SERVICE TO EDUCATIONAL AGENCIES
SERVICE TO DEPARTMENT

CHART 8


KIXE
KQED
KVIE
KCSM-TV
KTEH
KCET
KVCR-TV
N
20 0 20 40 60 80 100
STATUTE MILES

EXISTING ETV STATIONS
GRADE B CONTOURS

CHART 9

CALIFORNIA ETV BROADCAST STATIONS - EXISTING FACILITIES SUMMARY

Call Letters	Licensed To	Channel	Transmitter Location	Effective Antenna Height	Visual Power		Live Cameras	Film Cameras	Video Tape Recorders
					Transmitter	Effective Radiated			
KCET	Community Television of Southern California	28	Mt. Wilson	3050 ft	25 kw	1200. kw	5	2	4
KCSM-TV	San Mateo Junior College District	14	College of San Mateo Campus	380 ft	1 kw	13.8kw	4	1	2
KIXE	Northern California Educational Television Association	9	Shasta Bally Mtn, 14 miles west of Redding	3620 ft	5 kw	31.2kw	2	2	1
KQED	Bay Area Educational Television Association	9	Mt. San Bruno, 5 miles south of San Francisco	1210 ft	25 kw	155. kw	3	1	2
KTEH	Office of Education County of Santa Clara	54	Communications Center, 3 miles south of San Jose	-30 ft	1 kw	23.4kw	0	1	1
KVCR-TV	San Bernardino Joint Union Junior College District	24	San Bernardino Valley College Campus	-290 ft	1 kw	5.6 kw	4	2	3
KVIE	Central California Educational Television	6	31 miles east of Sacramento	1020 ft	10 kw	89.1 kw	3	2	1

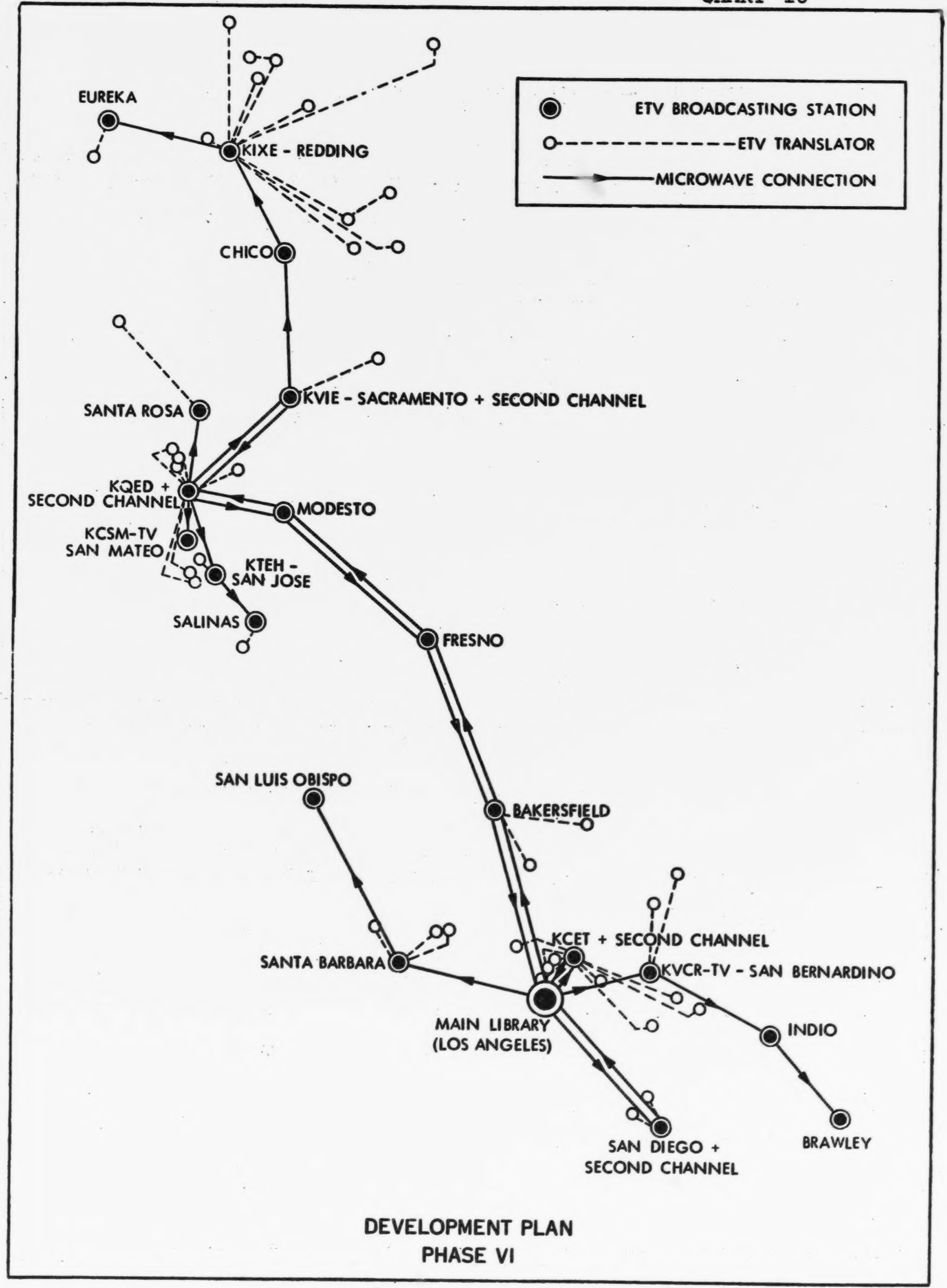
CALIFORNIA ETV BROADCAST STATIONS - PROGRAM AND AUDIENCE SUMMARY

Call Letters	Program Hours per Week			Affiliations	School Service Organization	Approximate Primary & Secondary Students Served in 1966	Percentage of Programs Produced Locally
	School*	Adult**	Community				
KCET	17	6	60	NET	RETAC	507,000	50 %
KCSM-TV	--	9	11	- -	BRITE	- - -	50
KIXE	12	2	42	NET	NITAC	18,000	4
KQED	17	5	60	NET, EEN	BRITE	202,000	40
KTEH	18	7	--	- -	BRITE	19,000	5
KVCR-TV	9	16	16	NET	ITAC	128,000	50
KVIE	12	2	42	NET	VITA	170, 000	15
	85	47	231			1,044, 000	

* Primary and secondary school instruction

**Includes in-service teacher training and college level instruction

CHART 10


ETV BROADCASTING STATION
ETV TRANSLATOR
MICROWAVE CONNECTION
EUREKA
KIXE - REDDING
CHICO
KVIE - SACRAMENTO + SECOND CHANNEL
SANTA ROSA
KQED + SECOND CHANNEL
MODESTO
KCSM-TV SAN MATEO
KTEH - SAN JOSE
SALINAS
FRESNO
SAN LUIS OBISPO
BAKERSFIELD
KCET + SECOND CHANNEL
SANTA BARBARA
KVCR-TV - SAN BERNARDINO
MAIN LIBRARY (LOS ANGELES)
INDIO
SAN DIEGO + SECOND CHANNEL
BRAWLEY

DEVELOPMENT PLAN
PHASE VI

CHART 11

BUDGETARY COSTS-BY DEVELOPMENT PHASES

	Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI	Total
Los Angeles	$130,000	$250,000	$200,000				$580,000
Second Channel				$560,000			560,000
San Francisco	300,000	310,000	320,000				930,000
Second Channel				633,800			633,800
San Diego	328,000	90,000	100,000	120,000	200,000		838,000
Second Channel						$460,000	460,000
Sacramento	200,000	120,000	150,000		200,000		670,000
Second Channel						524,500	524,500
Fresno		713,500	100,000	101,000	85,000		999,500
San Jose		14,500	364,000	206,000	85,000	120,000	789,500
Santa Barbara		732,600		50,000	101,000	85,000	968,600
Salinas/Monterey/S.Cruz			642,600	50,000	101,000	85,000	878,600
Bakersfield	751,100		50,000	101,000	85,000		987,100
San Bernardino		270,000		120,000			390,000
San Mateo		85,000	100,000	120,000	125,000		430,000
Modesto			329,200	211,000	49,000		589,200
Santa Rosa			329,200	211,000	49,000		589,200
San Luis Obispo			329,200	211,000	49,000		589,200
Redding			250,000	199,000		49,000	498,000
Eureka		315,000		220,400	49,000		584,400
Chico					100,000	470,600	570,600
Brawley			346,600	82,000	80,000	66,000	574,600
Indio		310,200		149,500	19,000	66,000	544,700
Total	$1,709,100	$3,210,800	$3,610,800	$3,345,700	$1,377,000	$1,926,100	$15,179,500
Translators & Special Cases	519,000	63,500	231,500				814,000
Los Angeles Tape and Film Library	458,300	261,000	152,000	60,000			931,300
Intercity Microwave System	24,000	270,000	396,000	234,000	318,000	120,000	1,362,000
Total	$2,710,400	$3,805,300	$4,390,300	$3,639,700	$1,695,000	$2,046,100	$18,286,800

CHART 12

ESTIMATED ANNUAL OPERATING COSTS OF ETV BROADCAST STATIONS

	Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
Los Angeles	$1,100,000	$1,200,000	$1,300,000	$1,450,000	$1,500,000	$1,500,000
San Francisco	1,100,000	1,200,000	1,300,000	1,450,000	1,500,000	1,500,000
San Diego	150,000	200,000	250,000	300,000	300,000	400,000
Sacramento	250,000	300,000	300,000	350,000	350,000	450,000
Fresno		200,000	250,000	300,000	300,000	300,000
San Jose	60,000	60,000	200,000	200,000	250,000	300,000
Santa Barbara		250,000	300,000	300,000	300,000	350,000
Salinas/Monterey/S. Cruz		150,000	200,000	200,000	250,000	250,000
Bakersfield	150,000	200,000	200,000	250,000	250,000	250,000
San Bernardino	150,000	200,000	200,000	200,000	200,000	200,000
San Mateo	100,000	150,000	200,000	200,000	200,000	200,000
Modesto			60,000	100,000	150,000	200,000
Santa Rosa			60,000	100,000	150,000	200,000
San Luis Obispo			60,000	100,000	150,000	200,000
Redding	80,000	100,000	150,000	200,000	200,000	200,000
Eureka		60,000	60,000	100,000	150,000	200,000
Chico					60,000	100,000
Brawley			60,000	100,000	150,000	200,000
Indio		60,000	60,000	100,000	150,000	200,000
ETV Library and Duplicating Center	60,000	80,000	130,000	210,000	210,000	210,000
Total	$3,200,000	$4,410,000	$5,340,000	$6,210,000	$6,770,000	$7,410,000

Note: Excludes amortization of equipment

GEORGIA STATE DEPARTMENT OF EDUCATION
TELEVISION SERVICES

TABLE OF ORGANIZATION

EXECUTIVE DIRECTOR

Utilization   Program Development   Engineering

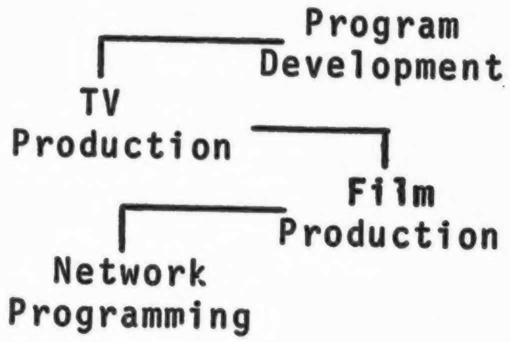

Program Development
TV Production
Film Production
Network Programming

CHART 13

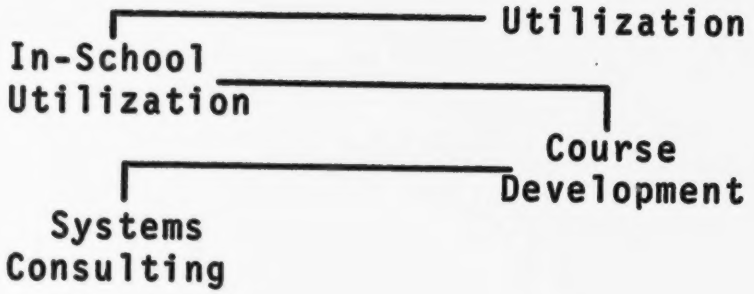

Utilization
In-School Utilization
Course Development
Systems Consulting

CHART 14

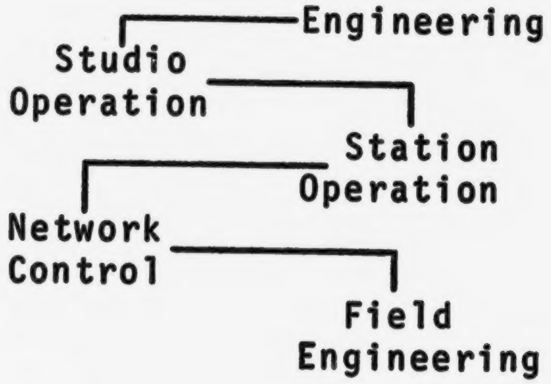

Engineering
Studio Operation
Station Operation
Network Control
Field Engineering

CHART 15

GEORGIA STATE DEPARTMENT OF EDUCATION
TELEVISION SERVICES

PERSONNEL BUDGET
CHART 16

PERSONNEL

Key Administrators
$10,400 - 13,900

Utilization Specialist
$ 8,500 - 11,400

TV Teacher Consultants

Producer-Directors
$6,400 - 10,400

Artists
$5,200 - 7,800

Film Director
$7,800 - 10,400

Film Technician
$5,200 - 7,000

Production Technician
$5,200 - 7,000

Supervising Engineer

$8,500 - 10,400

Senior Engineer

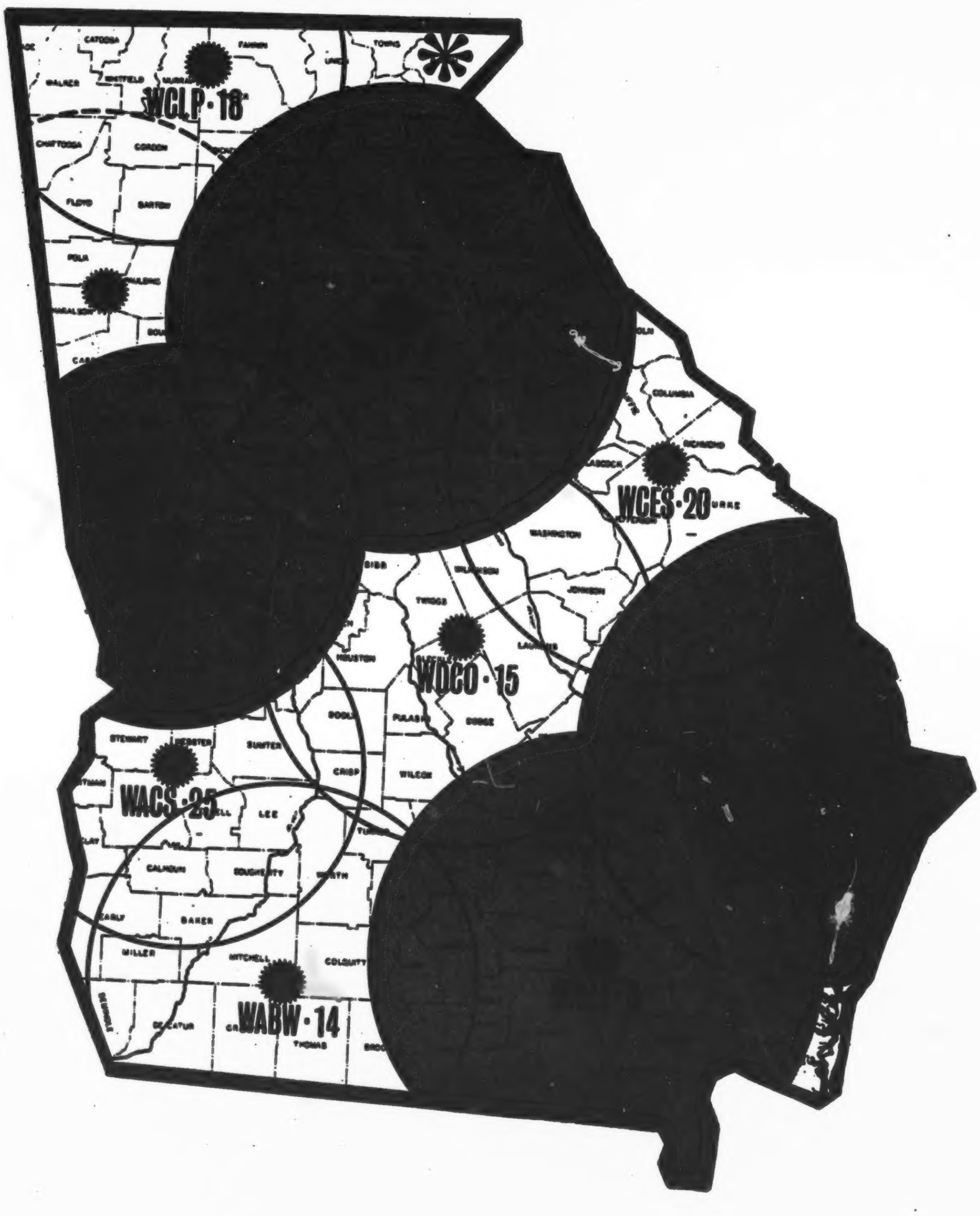
$7,800 - 10,400

Engineer
$5,800 - 7,800

Broadcast Technician
$5,200 - 7,000

GEORGIA STATE DEPARTMENT OF EDUCATION
TELEVISION SERVICES

COVERAGE MAP
CHART 17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WDCO·15
WACS·25
WABW·14
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FANNIN
TOWNS
UNION
WALKER
WHITFIELD
MURRAY
CHATTOOGA
GORDON
FLOYD
BARTOW
POLK
PAULDING
HARALSON
COLUMBIA
RICHMOND
WASHINGTON
BIBB
TWIGGS
JOHNSON
HOUSTON
LAURENS
PULASKI
DODGE
STEWART
WEBSTER
SUMTER
CRISP
WILCOX
LEE
CLAY
TURNER
CALHOUN
DOUGHERTY
WORTH
EARLY
BAKER
MILLER
MITCHELL
COLQUITT
DECATUR
THOMAS

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Educational Television Coordinator
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Prattville, Alabama

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North Star Borough School District
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6949 East Calle-Centuri
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State Department of Education
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Marple Route
Alliance, Nebraska

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State Department of Education
Concord, New Hampshire

Mr. John Tucker
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New Hampshire Education Association
State Department of Education
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Miss Carol Clanfield
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SOUTH CAROLINA (Cont'd.)

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Dr. Harris Marshall
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Mr. Arthur Justice
Department of Education
Nashville, Tennessee 37219

Mrs. Alice Kousser
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TEXAS

Mr. Robert Armstrong
Member, Texas Legislature
Austin, Texas

Mr. W. W. Jackson
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UTAH

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Dr. LeRoy R. Lindeman
Administrator, Division of Instructional Media
State Department of Public Instruction
223 State Capitol
Salt Lake City, Utah

VERMONT

Mr. Ward H. Bedford
State Senator, Chairman Appropriations Committee in the House
R.D. 2,
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WEST VIRGINIA

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Room 701
Charleston, West Virginia

Mr. Clarence A. Brock
Assistant State Superintendent of Schools
Capitol Building
Charleston, West Virginia

WISCONSIN

Mr. Rex Liebenberg
Supervisor of Secondary Schools
147 N. State Capitol
Madison, Wisconsin

WYOMING

Mr. Harold Goff
Director of Certification
Placement and Title III ESEA
Cheyenne, Wyoming

WYOMING (Cont'd.)

Mr. Paul D. Sandifer
Director, Secondary Education
State Department of Education
Capitol Building
Cheyenne, Wyoming 82001

Dr. Louis J. Williams
Secretary
Governor's Committee for Educational Television
9th and Center Streets
Casper, Wyoming

CONFERENCE STAFF

Mrs. Betty Edenfield
Secretary, Educational Television Services
230 State Office Building
Atlanta, Georgia

Mrs. Deanie Woodie
Conference Secretary
Educational Television Services
230 State Office Building
Atlanta, Georgia

The following written comments were received from persons who attended the Conference:

> "A vast amount of data was expressed at the Conference which enlightened me as to the role other state departments of education are taking in educational television. It was an effective meeting."
>
> Dr. Edwin Williams, Jr., Coordinator
> Educational Television
> Alabama State Department of Education
>
> "The Conference gave an opportunity to mingle with many experienced in educational television. It allowed an understanding of what others in the profession are doing. I particularly appreciated that the attendance was not composed solely of ETV people, but had representatives from various related ETV fields. The affair was well organized and extremely well hosted."
>
> Mr. Glenwood E. Broyles, ETV Consultant
> Arizona State Department of Education
>
> "The State of Georgia is to be congratulated in taking the leadership of organizing a convention of this nature, as well as the smooth operation thereof."
>
> Mr. Ralph R. Eckoff, ETV Consultant
> Arizona State Education Department
>
> "This Conference was excellent. The organization was smooth. I learned a lot of ETV. Speeches were timely and well delivered, but I would have liked more discussion."
>
> Mr. Roy C. Hill, County Superintendent
> of Schools
> San Bernardino, California
>
> "The Conference Planning Committee produced a fine Conference. The program provided helpful information concerning developments in the various states represented and afforded time for appropriate questions.

The representatives from California learned much during the three days, and that future developments in our state will reflect a number of ideas we picked up during our stay in Atlanta.

We know the planning and management of a Conference of this type requires a good many hours of work. We thank you and your associates for being willing to undertake such a chore"

Mr. Donald E. Kitch, Chief, Supplemental
Education Services
California State Department of Education

"It was unrealistic to expect department of education people to select and discriminate between the wealth of contradictory information which was offered. The conference should have consisted of less platitudes and had more specifics."

Mr. Robert J. Van Abel, Producer, Director
Delaware Educational Television Network

"The Conference was extremely well organized and the conferees expressed they gained the kinds of knowledge they needed."

Dr. Gilbert Tauffner, Executive Director of
Educational Broadcasting
WABE & WETV, Atlanta, Georgia

"My sincere thanks for a fruitful and educational Conference on ETV. As a non-educator legislator, I was able to learn so much which I hope to share with my colleagues."

Representative James Y. Shigemura
State of Hawaii

"I want to extend a sincere vote of thanks and appreciation for the work that you did in organizing and operating the Conference. Everything was great."

Dr. Reid Bishop
Deputy State Superintendent of Instruction
Idaho State Department of Education

"I felt the Conference was most beneficial."

Herbert Everitt, Director, Radio-TV Services
Idaho State University

"It was gratifying to find some other ETV station managers who are concerned about the instructional side of this business. Many recipients of 87-447 monies seem to have forgotten the original intent of the Bill. It was a well-handled Conference."

Mr. Gordon Law, Acting Head, Department of
Communications, University of Idaho

"The experience of attending the first National Conference on Educational Television was rewarding in everyway. A representation of 41 states at a meeting was a good start."

Mr. Robert M. Shultz, Director
ETV and Network Development
Illinois State Department of Education

"This Conference was well organized. Audio-visual presentations were quite beneficial as were the individual discussion periods."

Mr. William A. Tock, Curriculum Consultant
Iowa State Department of Public Instruction

"A very good Conference."

Mr. Gordon Canterbury
Louisiana State Department of Education

"This is the first Conference I have attended that I have filled a complete notebook with ideas; I have returned to Maine ready to try new and challenging projects."

Miss Terry Ann Poulin, State Supervisor of
Educational Television
Maine State Department of Education

"What there was of the Conference proved to be excellent."

Mr. John Dunlop, General Manager
Educational Television Network
State of Maine

"This Conference was successful and a very worthwhile idea, but there should be another. I would recommend small discussion groups rather than formal presentations. Information gained here will be vital to the development of our statewide ETV network."

Mr. Billy B. Reeves
Supervisor of School Plant Planning
Maryland State Department of Education

"A Conference of this type would probably benefit more if participants were asked to do a little background reading prior to attending. This would give them some common basis for discussions in addition to their personal experiences."

Mr. Thomas E. Rowan, Supervisor of Mathematics
Maryland State Department of Education

"The Conference was extremely helpful in that it gave me an idea of how ETV can be effectively used."

Senator Jan B. Vanderploeg
State of Michigan

"I hope that the U. S. Office of Education feels that this venture was a success, and I would hope that they might consider making this an annual affair structured in such a way that every year a new approach can be given to not only the educational television practitioner but to the opinion leaders that he needs on his side. Thank you for the experience."

Mr. Charles Ruffing, Chief
Instructional Materials Center
Michigan State Department of Education

"It was an excellent job of coordinating the conference. We could not have found better services or experiences in the field of ETV."

Mr. C. E. Holladay, Superintendent
Tupelo Public Schools
Tupelo, Mississippi

"One of the most interesting and beneficial Conferences that I have ever attended. Technically efficient, ideally planned, and agenda carefully chosen."

Mr. W. D. R. Stovall, State Supervisor
Audio-Visual Education
Mississippi State Department of Education

"The entire Conference was beneficial to us in Nevada as we are in the process of embarking upon our first ETV endeavor. My recommendation is that a similar meeting be held next year.

Mr. Edward L. Kane, Coordinator of
Educational Programs
Washoe County School District, Nevada

"The Conference was a good one; tiring, but good."

Mr. Robert Lloyd, Jr., Consultant-Coordiantor,
Title II, ESEA
Nevada State Department of Education

"The Conference was most beneficial. We look forward to applying some of the methods here in New Hampshire."

Mr. John Tucker,
Assistant Executive Secretary
New Hampshire Education Association

"Each of the representatives of New Hampshire who attended your ETV Conference found it stimulating. Much was gained from this sharing of ideas."

Dr. Alice A. D. Baumgarner, Consultant
Art Education
New Hampshire State Department of Education

"It was a well-planned Conference with the participants doing an excellent job."

Miss Mary Valaska, Principal
New Hampshire

"The Conference was impressive and on reflection, it was a great Conference."

Dr. Bernarr Cooper, Chief, Bureau of Mass
Communications, University of the State of
New York, New York State Education Department

"It was a worthwhile Conference, and it should become a regular event."

Mr. Preston Hancock, Music Consultant
N. Carolina State Department of Education

"The Conference gave me an opportunity to share experiences and philosophies with others in the field, and as a result, the various patterns of ETV became clear to me."

Mr. John R. Hawes, Jr., Supervisor
Television Education
N. Carolina State Department of Education

"For my particular interest, this Conference gave me the most assistance of any I have attended. The summaries by representatives from South Carolina, Georgia, Hawaii, California and New York were especially enlightening. Though much of the activity in these various states was known to me, its presentation in such a visual and succinct manner was quite helpful.

The planning and organization of the meetings obviously had been given careful attention. The smoothness of the operations of mechanics of the meetings afforded much opportunity to devoting full time to the business. The enthusiasm of the participants and their frankness was especially rewarding."

Mr. E. H. Gillis, Jr., Executive Secretary
Ohio ETV Network Commission

"A well-planned, comprehensive Conference."

Mr. Edward F. Bryan, Director of ETV and
Instructional Media
Oklahoma State Department of Education

"This was a very profitable meeting. Your staff is to be commended for planning and executing it in such a fashion."

Dr. Willard Bear
Assistant Superintendent of Schools
Oregon State Department of Education

"The predictions of the future of ETV and ETV utilization were fascinating. The general sessions were most helpful."

Miss Carol Clanfield, General Consultant
Division of Instruction
Oregon State Department of Education

"From the beginning of the Conference with Dr. Nyquist's talk until the end of the first general session, I regarded as tremendously satisfying of our needs."

Mr. Blaze Gusic, Coordinator of ETV-Radio
Pennsylvania State Department of Education

"The Conference was interesting, profitable and successful to me."

Mr. Clyde McGeary, Fine Arts Advisor
Pennsylvania State Department of Education

"Many thanks to you for a good Conference. It seems many are dragging their feet in ETV. The younger people had much to offer in attitudes for ETV growth."

Representative Eleanor F. Slater
Chairman of Education Committee
State of Rhode Island

"From the comments I heard, the recent ETV Conference for state department of education officials in Atlanta was a tremendous success.

The Conference was well developed, excellently organized, and presented information that should be of value to the intended audience. Your banquet speaker was outstanding. The panel presented a broad spectrum of organizational patterns and applications of ETV. All the sessions provided ample opportunity for everyone to secure information on many of the important aspects of ETV operation and utilization."

Mr. Henry J. Cauthen, Executive Director
South Carolina Educational Television Center

"A very well-staged Conference."

Mr. Clyde Green, Jr., Coordinator of
School Services
South Carolina Educational Television Network

"The meeting was an informative, well organized and helpful one."

Dr. Harris A. Marshall
Assistant Superintendent of Education
South Carolina State Department of
Education

"It was a quality meeting, well organized and very helpful for future planning."

Mr. Chester Hill, Director, ETV
Tennessee State Department of Education

"Well organized and presented."

Mr. Arthur Justice, Instruction Supervisor
Tennessee State Department of Education

"At every Conference there usually is a "dud" session, delegates are boring, food is poor, friendliness is under par, or rooms are inadequate. How did you people manage to miss all the usual pitfalls?

I am grateful for being allowed to attend."

Mrs. Alice Kousser, Supervisor, ETV
Tennessee State Department of Education

"The Conference's skill and direction gave one of the best programs of this nature that I have attended.

Its information and inspiration will certainly effect television instruction in our state.

I believe the Texas delegation will follow up with positive steps to give ETV its greatest support thus far in our state."

Mr. Lee Wilborn
Assistant Commissioner for Instruction
Texas Education Agency

"Thank you for the excellent organization in connection with the Conference."

Mr. W. W. Jackson, Chairman
Texas State Board
Texas Education Agency

"A fine, valuable Conference."

Mr. Harry M. Brawley, Executive Secretary
West Virginia Educational Broadcasting Authority

"As I look back upon the National Conference on ETV, I have a feeling that I was able to bring home a great deal of new information on ETV to our Department. The people who made presentations about programs as they are being carried on in their respective areas or states did a fine job in presenting their materials. The audio-visual aids which were used helped to make the programs varied, interesting, and effective. The program was concentrated, but it would have been difficult to justify bringing people together and not having a reasonable program for them.

The reservations, registration procedures and the materials which were made available to the Conference participants helped to make it a pleasant, professional experience."

Mr. R. L. Liebenbert
Supervisor of Secondary Education
Wisconsin State Department of Education

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